

5-1-1970

The correlation of factors relating to the selection and retention of student teachers at Portland State University

Michael E. Carl
Portland State University

Let us know how access to this document benefits you.

Follow this and additional works at: http://pdxscholar.library.pdx.edu/open_access_etds

Recommended Citation

Carl, Michael E., "The correlation of factors relating to the selection and retention of student teachers at Portland State University" (1970). *Dissertations and Theses*. Paper 602.

[10.15760/etd.602](https://pdxscholar.library.pdx.edu/open_access_etds/10.15760/etd.602)

This Thesis is brought to you for free and open access. It has been accepted for inclusion in Dissertations and Theses by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

AN ABSTRACT OF THE THESIS OF Michael E. Carl for the
Master of Science presented May 18, 1970.

Title: The Correlation of Factors Relating to the Selection and
Retention of Student Teachers at Portland State University.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:


George Timmons, Chairman


R. Allan Spanjer


Harold Jorgensen

Over the past five years, increased enrollment in student teaching at Portland State University has forced the School of Education to consider its current guidelines and policies for admitting student teachers. School of Education funding and faculty time are being taxed to meet the demands placed on them by increasing enrollment. This study was undertaken to provide data to determine if and how enrollment in student teaching could be limited. To do this, the study examined the existing guidelines for screening and selecting student teachers. The aim of the design was to determine if any of the exist-

ing criteria used in screening correlated with the student's success in student teaching. If the screening criteria did correlate with the student's success, it would be strictly defined. This would then aid in limiting the number of students accepted by the School of Education to student teach. If the screening criteria did not correlate, research could begin from that point. This research could be directed toward finding criteria that did correlate.

The sample selected for this study was made up of 1,409 student teachers at Portland State University from Fall Term 1966 to Spring Term 1969. The qualifications for each of these student teachers, at the time of their screening, were gathered and correlated with the scores each student received for his student teaching experience. The scores used to measure the student's success were taken from the ratings made by the University Supervisor, who was assigned to the student teacher. These scores were concerned with four areas of the student's experience. First, the student's knowledge of his subject matter field. Second, the student's teaching ability. Third, the student's ability to get along with students and colleagues. Fourth, the student's professional and ethical attitudes.

The data was gathered by reviewing and compiling each student's qualifications from records on file in the School of Education. This data was transferred from the file to a data sheet which was specially designed for this study. From the data sheets the findings were grouped and tested.

The general conclusion of the study was that of the current criteria used in screening, none correlated at a statistically signi-

ficient level with the student's success score. A secondary conclusion was that of the three grade point averages used in screening, the cumulative average correlated at a higher level than the other two. The interview rating used did not correlate at a significant level with the success score. Also, the interview rating did not correlate significantly when used to indicate an unacceptable or outstanding score in student teaching.

From the findings and conclusions several recommendations were made in the study. One was that, the screening criteria used by the School of Education be deleted. In its place, an open enrollment policy should be adopted by the School of Education. To ease the funding and time difficulties, it was recommended that the one to sixteen ratio currently used in supervision be increased. To do this it was suggested that the clustering plan, now being considered by the School of Education be adopted as a plan of action.

THE CORRELATION OF FACTORS RELATING TO THE SELECTION
AND RETENTION OF STUDENT TEACHERS AT
PORTLAND STATE UNIVERSITY

by

MICHAEL E. CARL

A thesis submitted in partial fulfillment of the
requirements for the degree of


MASTER OF SCIENCE

Portland State University
1970

TO THE OFFICE OF GRADUATE STUDIES:

The members of the Committee approve the thesis of
Michael E. Carl presented May 18, 1970.


George Timmons, Chairman


R. Allan Spanjer


Harold Jorgensen

APPROVED:


William A. Jenkins, Dean, School of Education


Frank/L. Roberts, Acting Dean of Graduate Studies

May 22, 1970

ACKNOWLEDGEMENTS

The author wishes to express his thanks to the members of his committee. Also, to the many individuals who gave time and advice to aid him in this endeavor.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	111
LIST OF TABLES	vi
LIST OF FIGURES	viii
CHAPTER	
I INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	11
Scope of the Study	13
Limitations of the Study	14
Value and Importance of the Study	15
II THE SAMPLE	17
Use of the Data	22
Validity and Reliability of the Measuring	
Instruments	27
III THE FINDINGS	29
Phase I	29
Phase II	37
Phase III	49
Phase IV	50
IV INTERPRETATION OF THE FINDINGS	51
Findings on Hypothesis I	51

Findings of Hypothesis II	57
Findings on Hypothesis III	58
Findings on Hypothesis IV and V	59
Findings on Hypothesis VI	61
V RECOMMENDATIONS	62
Hypothesis I	62
Hypothesis II	63
Hypothesis III	64
Hypothesis IV	64
Hypothesis V	64
Hypothesis VI	64
Additional Recommendations	65
Conclusion	67
FOOTNOTES	68
BIBLIOGRAPHY	70
APPENDIX A	71
APPENDIX B	77
APPENDIX C	83
APPENDIX D	88
APPENDIX E	90
APPENDIX F	91
APPENDIX G	92
APPENDIX H	94
APPENDIX I	96

LIST OF TABLES

TABLE	PAGE
I Growth by Quarter of the Student Teaching Program at Portland State University, 1965-1970	1
II Annual Growth of the Student Teaching Program At Portland State University, 1965-1970	4
III Number of Students Applying for Student Teaching, Compared to the Number of Students Selected to Student Teach, 1966-1970	7
IV Student Teacher Enrollment by Quarter, Fall, 1966- Spring 1969	18
V Student Teachers Grouped by Age, 1966-1969	30
VI Number of Students Scoring in Grouped Interview Scores, 1966-1969	31
VII Grade Point Average Groupings of Student Teachers, 1966-1969	32
VIII Grouped Student Teacher Scores on Final Evaluation, 1966-1969	33
IX How Student Teacher Scores on Final Evaluation Form, 1966-1969	34
X Scores of Student Teachers on School Final Evaluation Forms, 1966-1969	35

XI	Student Teachers Prepared in Subject Matter Fields, 1966-1969	36
XII	Means, Medians, and Modes, of Items Used in Phase II of the Data Design	38
XIII	Standard Deviation, Quartile Ranges, Quartile Deviations, and Coefficients of Skewness, for Items Used in Phase II of the Data Design	49
XIV	Correlation Matrix for Items Used in Phase II of the Data Design	50
XV	Correlation of Final Evaluation Score and Low Interview Score	54
XVI	Correlation of Low Final Evaluation Score and Interview Score	56
XVII	Compared Means for Deficiency Group and the Total Sample	60

LIST OF FIGURES

FIGURE		PAGE
1	Frequency Distribution for the Area Grade Point Average	39
2	Frequency Distribution for the Professional Grade Point Average	40
3	Frequency Distribution for the Cumulative Grade Point Average	41
4	Frequency Distribution for the Final Evaluation Score	42
5	Frequency Distribution for the Subject Matter Score on the Final Evaluation Form	43
6	Frequency Distribution for Teaching Ability Score on the Final Evaluation Form	44
7	Frequency Distribution for the Ability to Get Along Score on the Final Evaluation Form	45
8	Frequency Distribution for the Professional Attitude Score on the Final Evaluation Form	46
9	Frequency Distribution for the Interview Score	47
10	Frequency Distribution for the Midterm and Final School Evaluation Forms	48

CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

This study is designed around several problems currently facing the School of Education at Portland State University. The conditions producing these problems are outlined in this segment of the study. The objective is to introduce these problems and to illustrate their growth and effect on the School of Education.

The first condition has been the rapid increase each year in the number of students applying to enter student teaching. Student teaching at Portland State University, within the School of Education, is required of all students who are seeking a state certificate to teach in the public schools of Oregon. The student teaching experience at Portland State University extends over a full term and applies to most students within the School of Education.

This study uses the student teachers that student taught between Fall Term 1965, and Spring Term 1970, as a sample, to illustrate this growth. Table I, and Table II, were compiled from School of Education records extending over this time period. From Table I, it can be seen, that from Fall Term 1965, to Spring Term 1970, the enrollment had increased from 93 to 217. This is more than a 200 percent increase in the enrollment in student teaching. Table I

TABLE I
GROWTH BY QUARTER OF THE STUDENT TEACHING
PROGRAM AT PORTLAND STATE UNIVERSITY,
1965-1970

QUARTER	ELEM	% INCRE ¹	SEC	% INCRE ¹	E & S TOTAL	% INCRE ¹
F 1965	36		57		93	
W 1966	58	37.9	59	3.3	117	20.5
S 1966	51	-12.0	85	30.5	136	13.9
F 1966	44	-13.7	49	-42.3	93	-31.6
W 1967	74	45.9	67	26.9	141	34.0
S 1967	48	-35.0	84	20.2	132	-6.3
F 1967	44	-8.3	68	-19.0	112	-15.1
W 1968	76	42.1	73	6.8	149	24.8
S 1968	76	0	110	33.6	186	19.8
F 1968	84	9.5	75	-31.8	159	-14.5
W 1969	116	27.6	86	12.7	202	21.2
S 1969	104	-10.3	120	28.3	224	9.8
F 1969	97	-6.7	87	-27.5	184	-17.8
W 1970	138	29.7	83	-4.6	221	16.7
S 1970	111	-19.6	106	21.7	217	-1.8
TOTAL	1157	6.2 ²	1209	4.2 ²	2366	5.2 ²

¹Percent increase of one quarter over the preceding quarter.

²Average percent increase over the five year period.

also shows a steady increase each term during this time period. A percentage rate of increase column was computed to measure the growth of one quarter over the preceding quarter. These percentage rates were totaled and averaged to obtain a percentage rate, which represented the average rate of increase each quarter. The resulting figures illustrate the growth pattern and indicate that the total student teaching program has increased, on the average, at slightly over five percent each quarter from Fall Term 1965, to Spring Term 1970.

These statistics are also broken down into elementary and secondary student teachers.¹ The elementary program has increased from 36 students, Fall Term 1965 to 111 students, Spring Term 1970. This represents a growth pattern where enrollment Spring Term 1970, is three times that of Fall Term 1965. At the secondary level, growth has not been as dramatic; however, it has more than doubled in the same length of time. At the elementary level there have been more quarters, where the enrollment for one quarter has exceeded the following quarter, than at the secondary level. Thus, the average percentage rate of increase on the elementary level exceeds that of the secondary level increase for the same time period. This means over a six percent rate for the elementary increase as opposed to over a four percent rate of increase for secondary majors. The elementary program is increasing at a faster rate. Five out of the last six quarters the elementary enrollment has exceeded the secondary enrollment.

Table II gives further evidence to substantiate and illustrate this growth pattern. Table II shows that the annual increase, as a

TABLE II
ANNUAL GROWTH OF THE STUDENT TEACHING PROGRAM
AT PORTLAND STATE UNIVERSITY,
1965-1970

YEAR	ELEM	% INCR ¹	SEC	% INCR ¹	E & S TOTAL	TOTAL % INCR ¹
1965-66	145		201		346	
1966-67	166	12.6	200	-.4	366	5.5
1967-68	196	15.3	251	20.3	447	18.1
1968-69	304	35.5	281	10.6	585	23.5
1969-70	346	12.1	276	-1.7	622	5.9
TOTAL	1157	18.8 ²	1209	7.2 ²	2366	13.3 ²

Note: Total elementary increase from 1965 to 1970 equals 58.1 percent.
Total secondary increase from 1965 to 1970 equals 27.2 percent.
Total elementary and secondary increase from 1965 to 1970 equals 44.3 percent.

¹Percent increase of one year over the preceding year.

²Average increase per year over five year period.

percentage rate, for the elementary level is 18.8 percent. This amounts to over twice the percentage rate of increase on the secondary level, 7.2 percent. Thus the past two academic years, 1968-69, and 1969-70; elementary enrollment has exceeded secondary enrollment. On an annual basis the average rate of increase between elementary and secondary is even more revealing. The increase was over 18 percent on the elementary level as opposed to over a seven percent increase on the secondary level. The average percentage rate of increase per year is also helpful in illustrating this growth; as the per quarter increase

averaged slightly over five percent, as opposed to the annual average rate of increase which amounted to almost six percent.

Using these figures for projection purposes, a conservative estimate would place the annual enrollment in student teaching at Portland State University somewhere near 1700 students by 1975.

It should be pointed out that these figures represent only the growth in student teaching. They do, however, reflect similar increases in enrollment within the School of Education's total program of studies.

In summary, this growth pattern for student teaching will be of fundamental importance in establishing the relevancy of this research design. As will be shown the implications and effects of this increased enrollment have caused many areas of the student teaching program to be questioned.

In regard to student teaching, the School of Education has been committed to a student teacher-college supervisor ratio of one supervisor to every sixteen student teachers. This ratio is arrived at through the application of a state wide formula for class load distribution and is based on quarter hour totals and numbers of students per quarter hour.

Due to this commitment, and in the face of these increasing numbers of students applying for student teaching, many questions are being discussed as to the feasibility of the School of Education attempting to maintain this commitment. Several School of Education faculty members have stated that this ratio should be increased. Several other faculty members have made an alternative suggestion,

that the enrollment in student teaching be curtailed and limited by more effective screening of applicants. Under existing guidelines students must apply for admission and be admitted to the Program of Studies in Teacher Education (Appendix A, and Appendix B); and then successfully complete several classes, designed to prepare them for teaching. This must be done before applying for admission to student teaching.

Table III was designed to show the current percentage rate of screening applicants into student teaching. Again, the average number of students not accepted each term was totaled and averaged. This revealed that, on the average, 15.2 percent of the applicants at the secondary level were being screened out of student teaching. Elementary student teachers were being screened out at the rate of 10.6 percent. It also revealed that, on the average, over 12 percent of the applicants for student teaching are not accepted into student teaching. Based on the national survey conducted by Dr. James Johnson² in 1966-67, 52 percent of the institutions surveyed denied admission to only two percent or fewer applicants to student teaching. Seven percent of the institutions surveyed admitted all applicants to student teaching. This shows that the School of Education at Portland State University exceeds the majority of institutions across the country in the percentage of applicants to whom it currently denies admission to student teaching.

If enrollment in student teaching is to be limited, there seem to be two logical points for this to occur. First, at the point when a student applies for admission to the School of Education; or second,

TABLE III
 NUMBER OF STUDENTS APPLYING FOR STUDENT TEACHING
 COMPARED TO NUMBER OF STUDENTS SELECTED
 TO STUDENT TEACH, 1966-1970

QUARTER	ELEMENTARY			SECONDARY			ELEM AND SEC		
	REQ PLACE	NUM ACC	% NOT ACC	REQ PLACE	NUM ACC	% NOT ACC	REQ PLACE	NUM ACC	% NOT ACC
F 1966	58	44	24.1	64	49	23.4	122	93	23.7
W 1967	84	74	11.9	88	67	23.8	172	141	18.0
S 1967	53	48	9.4	97	84	13.5	150	132	12.0
F 1967	50	44	12.0	68	68	0	118	112	5.1
W 1968	92	76	17.5	89	73	17.9	181	149	17.6
S 1968	85	76	10.5	120	110	8.3	205	186	9.2
F 1968	95	84	11.6	89	75	15.7	184	159	13.5
W 1969	126	116	7.9	96	86	10.6	222	202	9.0
S 1969	119	104	11.0	136	120	11.7	245	224	11.4
F 1969	104	97	6.7	106	87	17.9	210	184	12.7
W 1970	140	138	1.4	112	83	25.0	252	221	12.3
S 1970	114	111	2.6	123	106	13.8	237	217	8.4
TOTAL	1110	1012	8.8 ¹	1188	1008	15.1 ¹	2298	2020	12.1 ¹
AVERAGE			10.6 ²			15.2 ²			12.7 ²

¹Percent of total screened.

²Average percent screened.

when the student applies for admission to student teaching.

This study is based on the premise that neither of these two positions will be accepted as policy by the School of Education. The findings should prove helpful in aiding the School of Education to determine how it can more effectively screen and select potentially successful student teachers.

Some advantages can be very clearly seen for more effective screening at the admission to program stage, rather than when the student applies for admission to student teaching. If more students were denied admission to student teaching, student teaching would become the control for enrollment in the School of Education. Only the number of students who could be supervised, would be admitted to the program of studies. Otherwise, there would be a large number of students who could not be supervised because supervisors would not be available. More effective screening at this earlier stage would confront the candidate with the prerequisites he must meet, and he would still have time in his academic career to either, prepare himself, or seek another career field. This would seem to be the fairest position to take in light of the student's welfare.

Using the preceding statements as descriptive of the conditions currently facing the School of Education, the following questions represent issues that possibly need to be addressed by the faculty of the School of Education:

1. How can the School of Education and Portland State University continue to provide supervisory staff to maintain the present one to sixteen guidelines?

2. Should the School of Education continue to maintain the one to sixteen guidelines?
3. Should limits be imposed upon the number of students accepted into student teaching each term?
4. How can the School of Education accurately screen potential student teachers?
5. On what data could the curtailment of enrollment in student teaching be validated?
6. What data can most validly indicate a students' potential for success in student teaching?

This study will provide data concerning these issues. It is hoped that the data will be helpful in providing answers to some of these issues. It should be pointed out; however, that this study is not designed to specifically provide data only in relation to these issues. The hypotheses to be stated later in this chapter are the focal point of the data design.

Currently each student who applies for admission to student teaching must meet six prerequisites. For purposes of clarification these are listed below as taken from the, Directions for Completing Application for Student Teaching or Internship form (December, 1969) (Appendix C):

1. Admission of students to the Program of Studies in Teacher Education. (Appendix A, Appendix B)
2. A minimum cumulative grade point average of 2.50; a grade point average of 2.50 in professional courses;

and a grade point average of 2.25 in areas of concentration for elementary majors; a 2.50 grade point average in the teaching major for secondary majors.³

3. At least last quarter, junior year standing in college (123 hours or more).
4. Completion of all prerequisites as stated in the Portland State University catalog, including a minimum of thirty hours in residence. (Appendix A, Appendix B)
5. Results of a tuberculosis x-ray or tine test showing absence of communicable tuberculosis.
6. Approval of a faculty interview committee.

Of these criteria, particular attention has been focused on the interview committee segment (number 6 above) of the screening process. Each applicant is required to pass an interview before being granted permission to student teach. Each interview team is composed of three people; a member of the School of Education faculty, a certified employee of the public schools, and a member of the Portland State University faculty in a department other than Education.

The interview has been viewed by many School of Education faculty members as a possible point where the student's potential as a successful student teacher and teacher can be identified. It has also been viewed by several other faculty members as unnecessary. This group feels that any suppositions or predictions based on the interview results are invalid. In fact, the validity of the interview

committee's evaluation of a candidate in predicting his success as a student teacher has not heretofore been tested. This lack of hard data provides no answers and does little but perpetuate already existing doubt and indecision.

Aside from numbers five and six, the other criteria used for screening have previously been defined with strict or loose interpretation depending primarily on the number of students applying for student teaching and the individual student's case. The opportunity for doing this may no longer exist as larger numbers of faculty members are required to meet the demand for supervision of student teachers. The validity of each of the criteria used in screening, is important, as well as predicting whether or not a student is equipped with the minimum potentialities to become a successful student teacher. Along with this, it has become necessary to say that some students on the basis of how their case stands up against the prerequisites to student teach, should not be allowed into student teaching. It goes without saying that substantive data is needed to defend this position.

PURPOSE OF THE STUDY

The intention of this study is not to support either the position of changing the one to sixteen ratio, or the screening of a larger percentage of student teaching applicants, as mentioned earlier. It is designed to draw conclusions about the validity of each of the criteria used to screen student teachers. For this purpose the following six hypotheses were developed as a guide for the direction of the study. These are stated as follows:

1. The interview committee's evaluation of the candidate has a high correlation in predicting the candidate's success in student teaching.
2. The interview committee's evaluation of the candidate has a higher validity than the student's grade point average, (see footnote 3), in predicting the student's probable success in student teaching.
3. Factors that most influence a low score⁴ in student teaching are of a non-academic nature, e.g., lack of communication skills, inability to control students, et al.
4. Students with grade point averages below the minimum requirements⁵ do not score at the same level in student teaching.
5. Students admitted to student teaching with deficiencies,⁶ for which waivers are granted, do not have a corresponding low score in student teaching.
6. The cumulative grade point average of a student has a higher validity in predicting a high score⁷ in student teaching success in secondary grades (9-12) than in elementary grades (1-6).

It is projected that from the conclusions drawn about each of these hypotheses, recommendations can be made concerning the previously stated issues facing the School of Education. An example is the intention of this study to determine the validity of each criterion used to screen student teachers. In addition it is proposed that the

study will reveal upon what data students should be denied or given the opportunity to student teach. The study also hopes to identify those criteria that do not validly indicate a student's probable success in student teaching.

The study also has as a purpose, to provide much needed data to the School of Education. The research and data secured for this study will provide a base from which other research projects can be developed and carried out.

SCOPE OF THE STUDY

For accurate analysis purposes, a one year sample was not considered satisfactory or encompassing enough to provide a cross section of student teachers. The sample used, as will be defined in more detail in Chapter II, consisted of 1,409 student teachers at Portland State University during the period from Fall Term 1966 to Spring Term 1969. This excludes those people student teaching Summer Term of 1967, 1968, and 1969. This three year sample included enough cases to provide for accurate analysis.

The scope of the statistical analysis will reach to eventually correlating the prerequisites for admission to student teaching with a rating scale designed to numerically evaluate each student teacher's success in student teaching (see footnote 4 and footnote 6).

The findings of the study will apply to the School of Education at Portland State University. No attempt was made to draw into the research design, data or information from other universities. Quite

possibly, the findings would have implications for other universities; however, the findings were interpreted only as they applied to the issues and hypotheses tested in this design.

From the findings, many possible spin-offs could exist. One such spin-off could be the identification of competencies that seem important to successful student teaching and teaching. It is hoped, but not intended, that this research could aid in these areas. The student's performance in meeting or not meeting the prerequisites to student teaching could indicate some areas of competence that a teacher need or need not exhibit.

LIMITATIONS OF THE STUDY

This study does not include an extensive listing of literature as investigation into available resources revealed that very little research had been done to date in this area. An examination of professional journals also yielded little information that related directly to this study. This lack of outside source material could be considered a weakness in the design; however, a number of factors that could justify this limitation in the study are:

1. That the study focuses on a single institution.
2. That the study is built around a series of issues and hypotheses that pertain to one institution.
3. That no previous research in this area has been undertaken at Portland State University.

Another possible limitation might be the measurement instrument that is used to indicate each student's success in student

teaching. The statistical tests done on this instrument (see page 27) should provide an accurate base from which conclusions can be drawn with reasonable certainty. The quantity of cases involved and the statistical analysis done on the final evaluation form should establish its reliability in indicating one student teacher's success as opposed to another student teacher's success. As the aim of the thesis is to correlate those factors used in screening student teachers, there is a need for some criteria of success in comparing student teachers. This instrument should fill that need.

This study does not attempt to establish reliability for the criteria used to screen student teachers. It does propose to correlate these criteria with some measure of success. The reliability of grade point average and interview scores could easily be the focus of another study.

It is recognized that the broad treatment of the data could make secondary the importance and consideration of individual cases in selecting student teachers. It is however, one intention of the study to provide data to insure a more equitable treatment of students. It would seem that decisions based on accurate statistical analysis of data could better work in the interests of students rather than, in opposition to those interests.

VALUE AND IMPORTANCE OF THE STUDY

The study will produce data for use in the School of Education in dealing with those problems mentioned earlier.

A large volume of data that has not been available, but needed, will now be available for the School of Education to use.

More effective screening criteria could result from the findings as well as the elimination of invalid screening criteria. Students making application to the School of Education to do student teaching could be assured of a more accurate and fair evaluation of their case.

Directional decisions could be made on the basis of findings in this study that will provide for elimination of those teachers that should not be allowed into teaching.

The study will suggest several areas where further research is needed. It should also provide a basis from which further research can be designed.

CHAPTER II

THE SAMPLE

Fall Term 1966, was selected as the beginning point for this study. Investigation of earlier years revealed that data available prior to that date was incomplete in many areas, and completely missing in others. Extensive data was found to be available from Fall Term 1966. Spring Term 1969, was selected as the terminal point for the sample used in the study. Using this three year time period provided a sample that extended over nine quarters and amounted to 1,409 student teachers.

As shown in Table IV, this divided the sample into 671 elementary majors and 738 secondary majors.

The first step used in statistically analyzing the sample was to code each of the 1,409 cases on a data sheet (Appendix D). The data sheet was systematically developed to provide easy accessibility to the data. The student's name (numerically coded to protect confidentiality), age, term they student taught, and whether they were an elementary or secondary major, was coded for case identification purposes.

The data sheet was divided into seven numerical sections. The first section (Appendix D, Number 1) consisted of three items, all of which related to the student's admission to student teaching.

TABLE IV
STUDENT TEACHER ENROLLMENT BY QUARTER
PORTLAND STATE UNIVERSITY
1966 to 1969

TERM	ELEMENTARY	SECONDARY	TOTAL	ACC. TOTAL
F 1966	44	49	93	93
W 1967	74	67	141	234
S 1967	48	84	132	366
F 1967	49	74	123	489
W 1968	76	73	149	638
S 1968	76	110	186	824
F 1968	84	75	159	983
W 1969	116	86	202	1185
S 1969	104	120	224	1409
TOTAL	671	738	1409	1409

Item A was sub-divided into two categories. The student teacher was coded as a degree student if he was an undergraduate and had not completed a baccalaureate degree program. This group also included those students that had transferred into Portland State University from a junior college or community college. The student was coded as a certificate student, if he had completed a degree program and wished to enter student teaching for the purpose of obtaining an Oregon State Teaching Certificate.⁸

Item B of Section One established a grade point average profile for each case. The grade point averages make up the primary basis

for present screening of student teachers. With this fact in mind, the grade point average for each student teacher applicant was subdivided into four categories for more detailed analysis.

The student's cumulative grade point average (Appendix D), was compiled from all the grades he had received prior to the term for which he applied to student teach. This cumulative grade point average included any work the student may have completed at another university or institution.

The courses that each student is required to complete successfully following his acceptance into the School of Education make up the professional grade point average (Appendix D). This grade point average was compiled and computed for each student teaching applicant.

Elementary education majors are required to have two subject matter areas of concentration, with not less than 30 quarter hours in one and 21 quarter hours in the other. Secondary education majors are required to have one subject matter area of concentration. This area includes not less than 36 quarter hours. These grade point averages were compiled and coded under area grade point average on the data sheet.

Item C of Section One coded if an applicant had met all of the prerequisites satisfactorily. If he did not, he was coded as having a deficiency. The reasons for the deficiency were stated, as well as, whether a waiver was granted for the deficiency.

Section Two of the data sheet coded if the student had passed or failed his student teaching experience. If the student failed a comment was inserted as to the reason given by his University Supervisor for

the failure. In some instances the student teacher was given an incomplete or an extended experience. This normally occurs if excessive absenteeism due to illness has been the case. Another instance for an extended experience would be if any question as to the student's passing or failing still remained in the mind of the University Supervisor. If either of these were the case it was coded on the data sheet under Item B of Section Two along with the length of the extended experience or incomplete. If an incomplete was given the conditions were stated as to how the incomplete could be removed by the student teacher.

Section Three of the data sheet was deleted from the design as it did not relate to the problems dealt with in the study. A detailed knowledge of the Block Program and some statistical means of following the Block student into student teaching would be necessary to give a fair and objective analysis of this program. As this design does not deal exclusively with the Block Program this area was deleted from the study.

Sections Four and Five on the data sheet were taken from the final evaluation form that is filled out on each student teacher by his University Supervisor (Appendix E). Section Four consisted of the University Supervisor's name. Section Five is made up of four numerical codes that represent the University Supervisor's assessment of the student teacher's abilities and progress during student teaching. The numerical code developed for statistical purposes was a rating scale of one to ten (Appendix F). If a ten was coded in one of the four areas it indicated that the student teacher had received the

highest possible score in that area. A score of one indicated the lowest possible score in that respective category.

The four items within Section Five each code a different competency of the student teacher as a one-to-ten rating. Item One codes the rating given by the University Supervisor on the student teacher's knowledge of subject matter in his field. Item two codes the student teacher's ability to teach.⁹ Item three codes the student teacher's ability to get along with other people. Item four codes the student teacher's professional attitude.

The four items in Section Five were totaled and averaged. This average or mean was used in the study to represent a score for each student teacher in student teaching.

Section Six of the data sheet coded the interview form (Appendix G). Each interview session has three members, who are asked to assess each candidate in ten areas. For statistical purposes the ten categories listed on the interview form were numerically coded. A high rating was equivalent to the number three. Average ratings were coded as two, and low ratings were coded as one. If the candidate was judged unacceptable he was coded as zero. The three interviewers' assessments were totaled and the ten areas were totaled. An average or mean was computed which represented the candidate's score on the interview.

In addition, each of the interviewers was asked to rate the applicant on a pass or pass with reservations scale. If the candidate was completely unacceptable, the interviewer checked reject on

the interview form. These three ratings were grouped so that it could be seen whether the candidate was passed, passed with reservation, or rejected by the members of his interview committee.

Section Seven on the data sheet coded the classroom supervisor's evaluation of the student teacher. The classroom teacher is asked to evaluate the student teacher twice during the student's experience, once at midterm (Appendix H), and once again at the end of the student's experience (Appendix I). On the bottom of these evaluations the classroom supervising teacher is requested to rate the student on a continuum from unacceptable to excellent on the midterm form and from unacceptable to outstanding on the final evaluation form. For statistical convenience these categories were numerically coded from zero to four. Four represented outstanding or excellent and zero representing unacceptable.

From these data sheets, groupings were compiled in each category, and the statistical analysis was done with the objective to eventually correlate the data in several categories. This would furnish data to test the hypotheses as stated in the Purpose of the Study in Chapter I.

USE OF THE DATA

A four phase design was developed for the statistical analysis of the data. Phase I was to group the data, and then group this data into more inclusive groupings. Phase I consisted of the following groupings of the data:

1. The total number of degree students.
2. The total number of certificate students.

3. The total number of married students.
4. The total number of single students.
5. The total number of cases.
6. The total number of students that fell into the following age groupings:
 - a. 20-23
 - b. 24-27
 - c. 28-31
 - d. 32-35
 - e. 36-39
 - f. 40-43
 - g. 44-47
 - h. 48-57
7. The number of students rated by the interview committee within the following score ranges:
 - a. 1.21-1.40
 - b. 1.41-1.60
 - c. 1.61-1.80
 - d. 1.81-2.00
 - e. 2.01-2.20
 - f. 2.21-2.40
 - g. 2.41-2.60
 - h. 2.61-2.80
 - i. 2.81-3.00
8. The total number of students scoring in the following cumulative grade point average score ranges:
 - a. 0.00-2.25
 - b. 2.26-2.50
 - c. 2.51-2.75
 - d. 2.76-3.00
 - e. 3.01-3.25
 - f. 3.26-3.50
 - g. 3.51-3.75
 - h. 3.76-4.00
9. The total number of students scoring in the following professional grade point average score ranges:

- | | |
|--------------|--------------|
| a. 0.00-2.25 | e. 3.01-3.25 |
| b. 2.26-2.50 | f. 3.26-3.50 |
| c. 2.51-2.75 | g. 3.51-3.75 |
| d. 2.76-3.00 | h. 3.76-4.00 |
10. The total number of students scoring in the following area grade point average ranges:
- | | |
|--------------|--------------|
| a. 0.00-2.25 | e. 3.01-3.25 |
| b. 2.26-2.50 | f. 3.26-3.50 |
| c. 2.51-2.75 | g. 3.56-3.75 |
| d. 2.76-3.00 | h. 3.76-4.00 |
11. Number of students coded with deficiencies.
12. The total number of students scoring in the following ranges on the final evaluation form:
- | | |
|--------------|---------------|
| a. 1.25-2.00 | f. 6.25-7.00 |
| b. 2.25-3.00 | g. 7.25-8.00 |
| c. 3.25-4.00 | h. 8.25-9.00 |
| d. 4.25-5.00 | i. 9.25-10.00 |
| e. 5.25-6.00 | |
13. The total number of students who had an extended experience.
14. The total number of students who received an incomplete.
15. The total number of students who failed.
16. The total number of students who scored in the following ranges on the school evaluation forms:
- | |
|------|
| a. 4 |
| b. 3 |
| c. 2 |

d. 1

e. 0

17. The total number of students who scored in the following ranges on the subject matter background rating on the Final Evaluation sheet:

a. 10 f. 5

b. 9 g. 4

e. 8 h. 3

d. 7 1. 2

e. 6 j. 1

18. The total number of students who scored in the following ranges on the teaching ability rating on the Final Evaluation sheet:

a. 10 f. 5

b. 9 g. 4

c. 8 h. 3

d. 7 1. 2

a. 6 1. 1

19. The total number of students who scored in the following ranges on the teaching ability rating on the Final Evaluation Sheet:

a. 10 f. 3

b. 9 g. 4

c. 8 h. 3

d. 7 i. 2

e. 6 j. 1

20. The total number of students who scored in the following ranges on the professional attitude rating on the Final Evaluation sheet:

a. 10	f. 5
b. 9	g. 4
c. 8	h. 3
d. 7	i. 2
e. 6	j. 1

21. The total number of secondary student teachers grouped by subject matter area of concentration.
22. The total number of elementary student teachers grouped by subject matter area of concentration.

Phase II consisted of computing eight statistical figures from Items 1B, 5, 6, and 7, from the data sheet. For each item the following statistics were computed:

1. Mean
2. Median
3. Mode
4. Frequency distribution
5. Standard deviation
6. Quartile range
7. Quartile deviation
8. Coefficient of skewness

Phase III consisted of correlating items 1B, 5, 6, and 7 on the data sheet and obtaining a coefficient of correlation for each series.

Phase IV was to interpret the findings in light of the six hypotheses originally identified in Chapter I of the study.

VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENTS

The measuring instruments used in this study were:

1. The cumulative grade point average.
2. The professional grade point average.
3. The area of concentration grade point average.
4. The interview rating sheet.
5. The final evaluation form.
6. The school evaluation forms.

The purpose of this study is to correlate the prerequisites used in the screening of student teachers with the score achieved by the student teacher, in student teaching. With this in mind, the reliability of the cumulative grade point average, the professional grade point average, and the area grade point average will not be considered in this study. Another study would be required for this purpose.

The interview rating sheet, and the school evaluation forms will be correlated with the final evaluation form to establish their validity and reliability.

The final evaluation form will be used as a valid and reliable instrument. The following factors pertaining to the validity and reliability of this instrument:

1. The number of cases used in the sample.

2. The analysis of the final evaluation score distribution in Chapter III.
3. The length of time involved in the sample used in the study.
4. The number of University Supervisors (over 30) involved in the ratings.
5. The fact that the University Supervisors were from the School of Education, other University academic departments, and the public schools.

Each one of these factors should eliminate variables that could make the final evaluation form invalid and unreliable. Taking all of these factors into consideration this study will use the final evaluation form as a measure of how one student teacher scored in student teaching as opposed to another student teacher.

The question as to whether this form does measure abilities of importance; and what specific abilities are important in student teaching, is considered a possible research project that could be carried on from the data secured in this study.

CHAPTER III

THE FINDINGS

The findings will be described in four sections. The sections will correspond to the four phases of the data analysis design used in the study.

PHASE I

Phase I was the first statistical treatment of the data following its compilation. The objectives for Phase I were threefold:

1. To obtain numerical tallies in all the areas listed on the data sheet.
2. To group the data for ease in statistically analyzing it.
3. To group the data and develop a design for testing each hypothesis.

The total sample consisted of 1,409 cases. In some categories fewer cases were available due to incomplete data. One example was that during Fall Term and Winter Term of the 1966-67 academic year a different interview system was used for screening. This reduced the number of cases that could be used when the interview was correlated. In a few other instances the data was not available due to incomplete files. The number of cases used in each statistical computation was the largest number of cases available with complete data.

The data as gathered in Phase I showed that there were 936

students, who were enrolled as degree students, as opposed to 200 students enrolled as certificate students. A total of 537 students were married, and 496 were single.

In the area of age, the groupings revealed that the mean age of a student teacher at Portland State University was 25.714 years. The age breakdown is shown in Table V below.

TABLE V
STUDENT TEACHERS GROUPED BY AGE
PORTLAND STATE UNIVERSITY,
1966-69

AGE GROUP	NUMBER OF STUDENTS
20-23	603
24-27	232
28-31	99
32-35	35
36-39	58
40-43	42
44-47	26
48-57	14

Mean = 25.714

The information in Table V will be helpful, in that, the mean age of student teachers at Portland State University seems to be higher than one would expect in a School of Education. This could be significant when viewed in such areas as the student's ability to get along with other people. It might also be significant in the area of professional

attitudes.

When the students were grouped by interview scores the numerical totals were shown in Table VI.

TABLE VI
NUMBER OF STUDENTS SCORING IN GROUPED
INTERVIEW SCORES

INTERVIEW SCORE	NUMBER OF STUDENTS
1.21-1.40	3
1.41-1.60	7
1.61-1.80	12
1.81-2.00	57
2.01-2.20	88
2.21-2.40	213
2.41-2.60	233
2.61-2.80	169
2.81-3.00	184

Table VII shows the findings when the students were grouped by grade point averages. Table VII includes all three areas of the grade point average that were used in this study.

TABLE VII
GRADE POINT AVERAGE GROUPINGS OF
STUDENT TEACHERS

GROUPED GRADE POINT AVERAGE	CUMULATIVE # OF STUDENTS	PROFESSIONAL # OF STUDENTS	AREA # OF STUDENTS
0.00-2.25	84	33	138
2.26-2.50	224	86	265
2.51-2.75	223	140	314
2.76-3.00	287	289	310
3.01-3.25	150	130	156
3.26-3.50	103	221	147
3.51-3.75	41	122	75
3.76-4.00	7	94	56

Table VII shows the findings when the student teachers were grouped by their scores on the final evaluation form.

TABLE VIII
GROUPED STUDENT TEACHER SCORES
ON FINAL EVALUATION

GROUPED SCORES ON FINAL EVALUATION	NUMBER OF STUDENTS SCORING IN EACH GROUP
1.25-2.00	4
2.25-3.00	5
3.25-4.00	27
4.25-5.00	24
5.25-6.00	76
6.25-7.00	146
7.25-8.00	267
8.25-9.00	374
9.25-10.00	183
TOTAL	1104

Table IX shows how the student teachers scored on each of the four categories that were shown on the final evaluation form.

TABLE IX
HOW STUDENT TEACHERS SCORED ON
FINAL EVALUATION FORM

SCORE	SUBJECT MATTER	TEACHING ABILITY	ABILITY TO GET ALONG	PROFESSIONAL ATTITUDES
1	1	1	1	2
2	3	5	6	5
3	33	28	13	11
4	15	27	14	23
5	28	52	26	30
6	109	142	111	118
7	243	210	161	142
8	252	235	263	251
9	263	258	323	358
10	163	152	193	170

Table X shows how the student teachers scored on the school final evaluation form.

TABLE X
SCORES OF STUDENT TEACHERS ON
SCHOOL FINAL EVALUATION

SCORE	MIDTERM ¹	FINAL ²
0	2	2
1	11	12
2	75	61
3	512	358
4	448	610
TOTALS	1048	1048

¹Mean = 3.32

²Mean = 3.44

Table XI shows the subject matter areas of the student teachers included in the study. Special notice should be given that Table XI is not complete and that its value should be limited to proportional comparisons and not totals.

TABLE XI
STUDENT TEACHERS PREPARED IN
SUBJECT MATTER FIELDS¹
1966-1969

SECONDARY AREA	NUMBER OF STUDENTS	ELEMENTARY ² AREA	NUMBER OF STUDENTS
Social Science	180	Social Science	270
English	124	English	162
Physical Education	64	Psychology	98
Business Education	44	Art Education	83
Mathematics	42	Science	65
Art Education	36	Music	39
Biology	35	Foreign Language	37
Speech	34	French	11
Music	33	Spanish	8
General Science	31	German	5
Spanish	24	Sociology	33
German	20	Mathematics	24
French	18	Anthropology	17
Chemistry	10	Physical Education	13
Drama	9	Speech	13
Russian	4	Philosophy	12
Physics	2	Drama	1
TOTAL	710		914

¹Not complete statistics.

²Two areas required were combined. Total number of teachers is equal to 457

It was also found that 15 students were given an extended student teaching experience during this three year period. One hundred twenty-three students were allowed to student teach with a deficiency of one type or another. A total of 22 students failed their student teaching experience.

PHASE II

Phase II consisted of computing from items 1B, 5, 6, and 7 on the data sheet the following statistics:

1. Mean
2. Median
3. Mode
4. Frequency distribution
5. Standard deviation
6. Quartile ranges
7. Quartile deviations
8. Coefficient of skewness

Table XII shows the first three of these statistics for each of the items used on the data sheet.

TABLE XII
MEANS, MEDIAN, AND MODES OF ITEMS
USED IN DATA DESIGN

TITLE	# OF CASES	MEAN	MEDIAN	MODE	RANGE
Area Grade Point Average	1559	2.707	2.797	2.977	0-4
Professional Grade Point Average	1115	3.053	3.028	2.978	0-4
Cumulative Grade Point Average	1119	2.712	2.784	2.938	0-4
Final Evaluation Form	1104	7.832	8.256	9.104	1-10
Subject Matter	1147	7.5605	-- ¹	-- ¹	1-10
Teaching Ability	1147	7.4167	-- ¹	-- ¹	1-10
Ability to Get Along	1147	7.8221	-- ¹	-- ¹	1-10
Professional Attitude	1147	7.7759	-- ¹	-- ¹	1-10
Interview	966	2.4793	2.494	2.524	0-3
School Midterm Evaluation	1048	3.32	3	-- ¹	0-4
School Final Evaluation	1048	3.44	4	-- ¹	0-4

¹Not computed as data was not necessary.

Frequency distributions were done on each of the items used on the data sheets. These are shown in Figures one through ten.

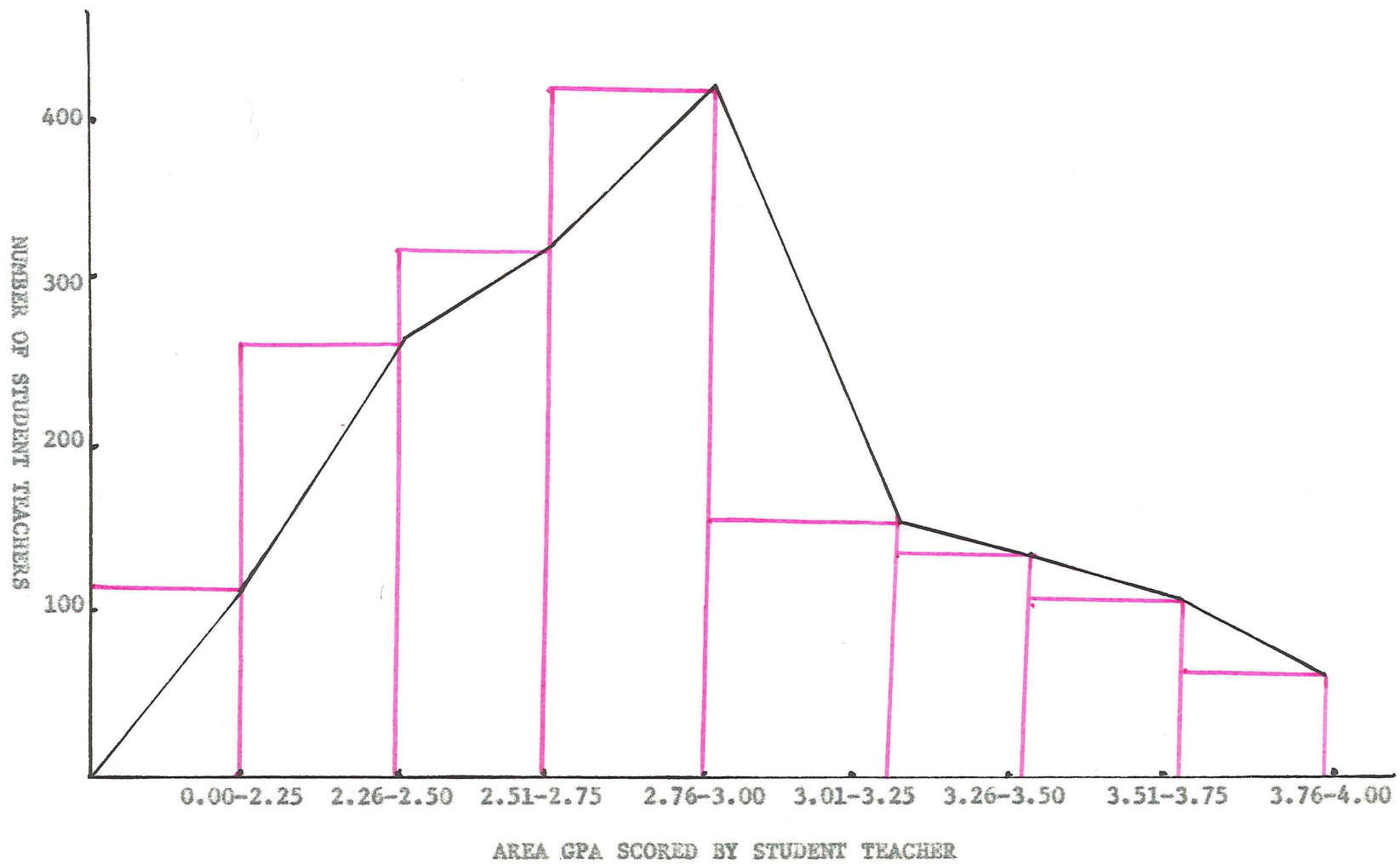


Figure 1: Frequency distribution for area grade point average.
Black line represents trend.

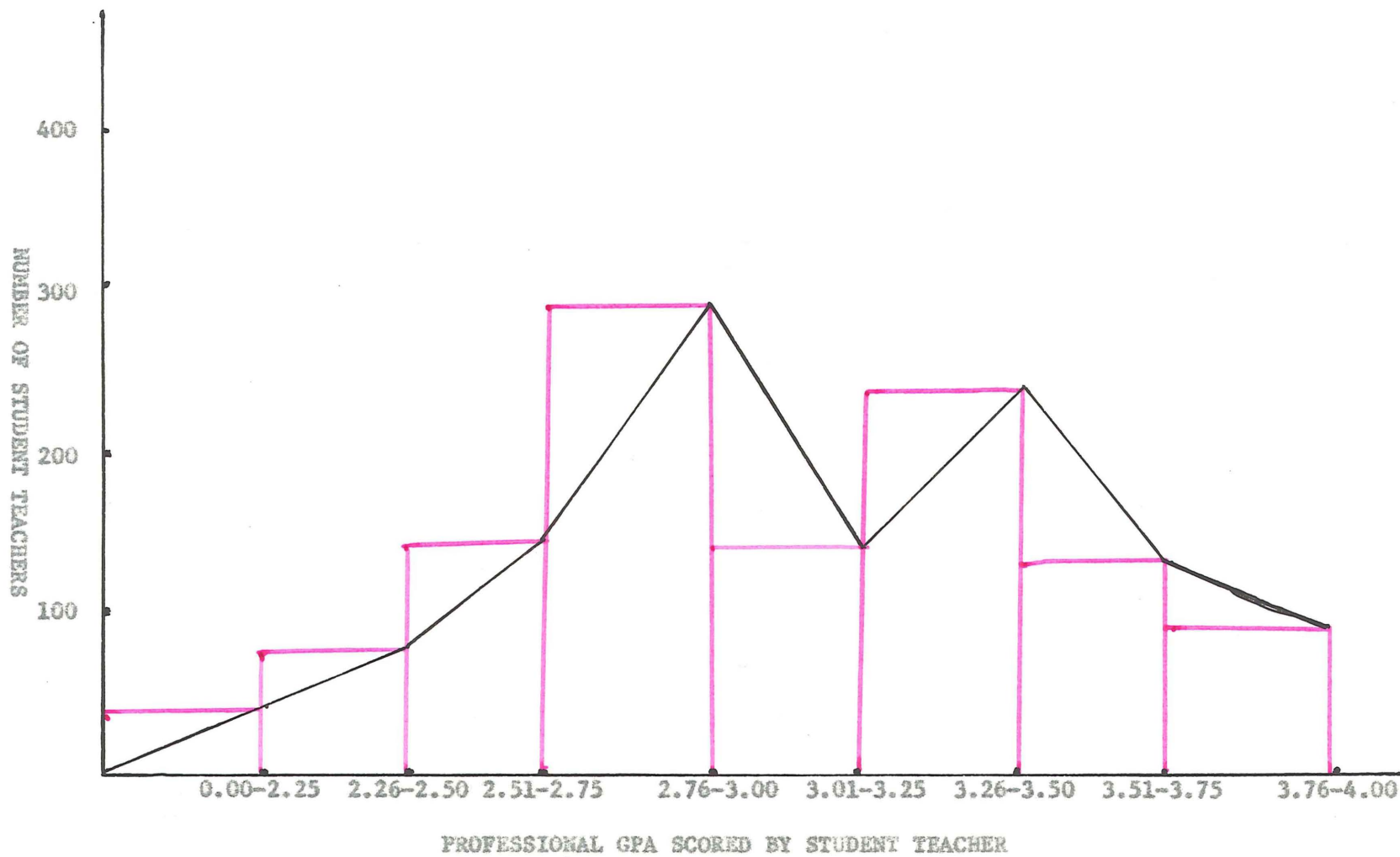


Figure 2: Frequency distribution for professional grade point average.
Black line represents trend.

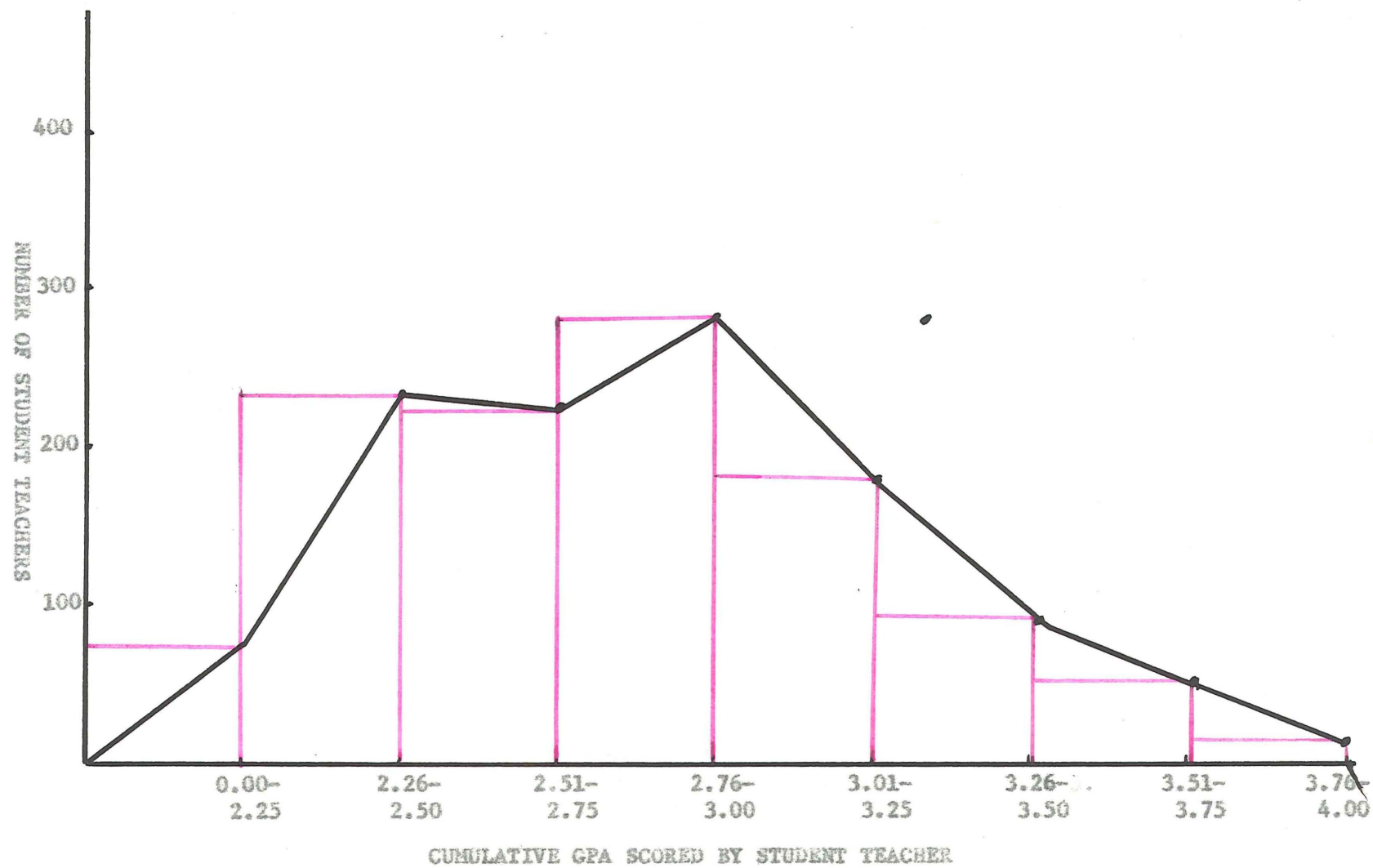


Figure 3: Frequency distribution for cumulative grade point average.
Black line represents trend.

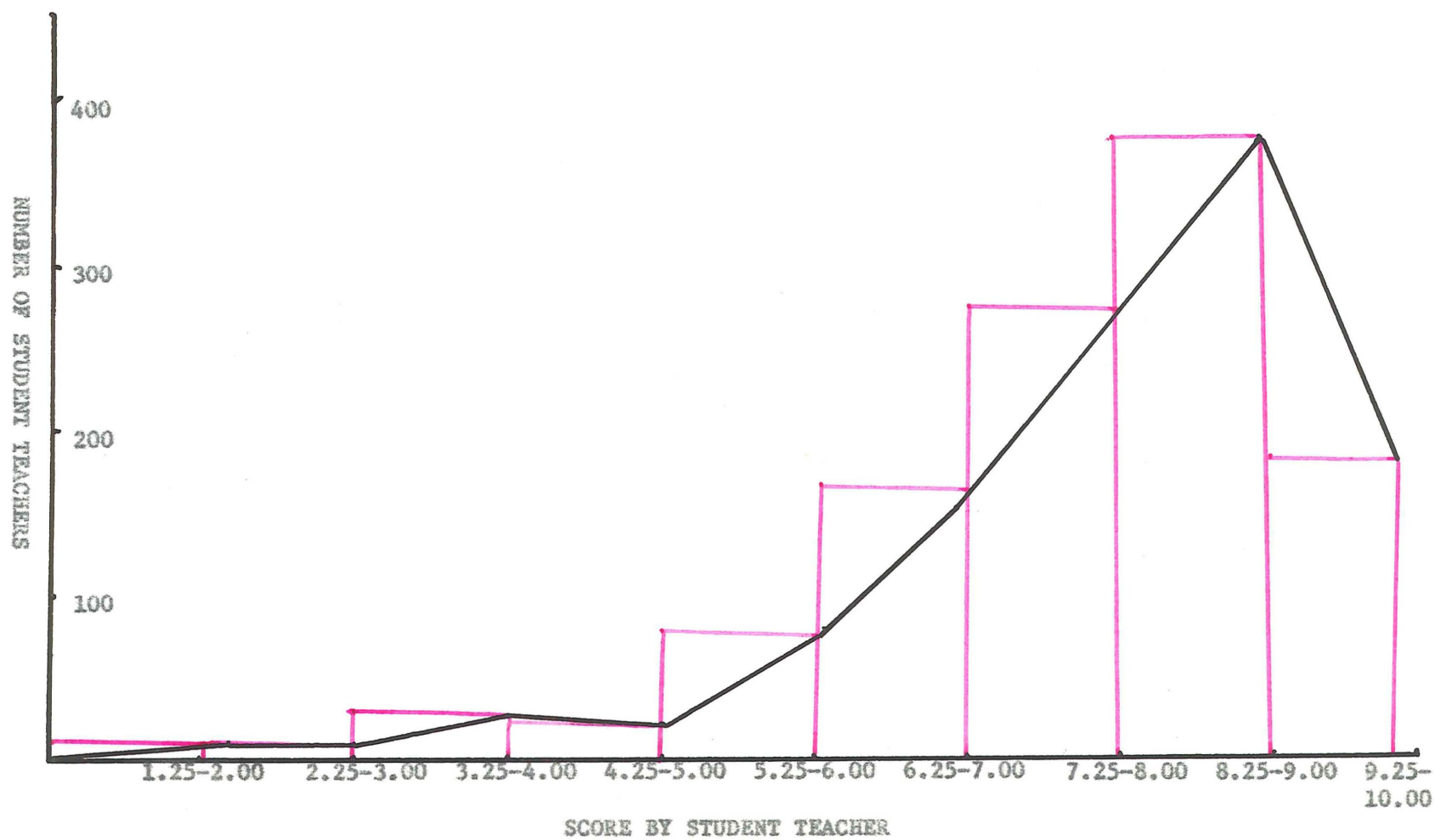


Figure 4: Frequency distribution for final evaluation score.
Black line represents trend.

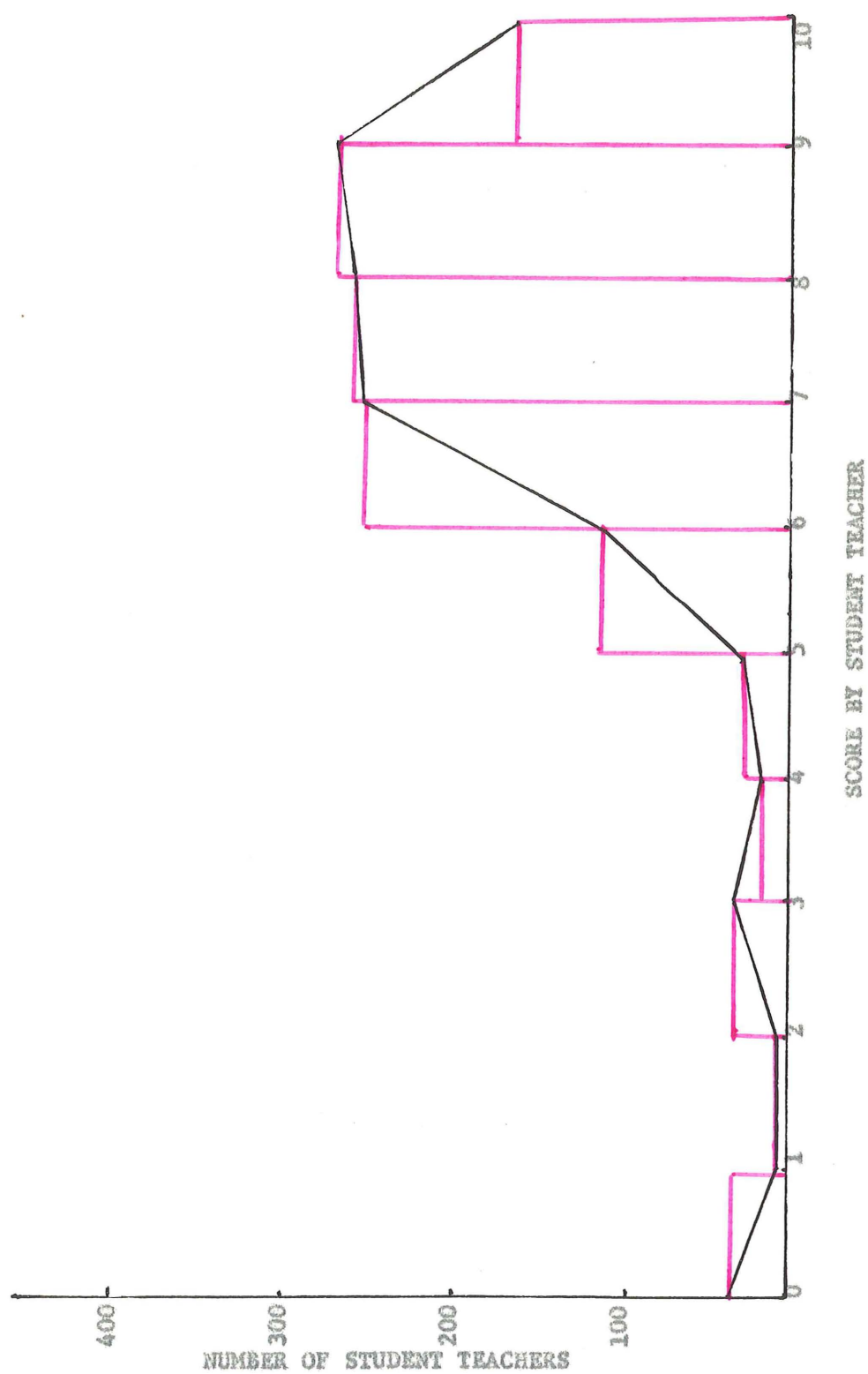


Figure 5: Frequency distribution for subject matter score
Black line represents trend.

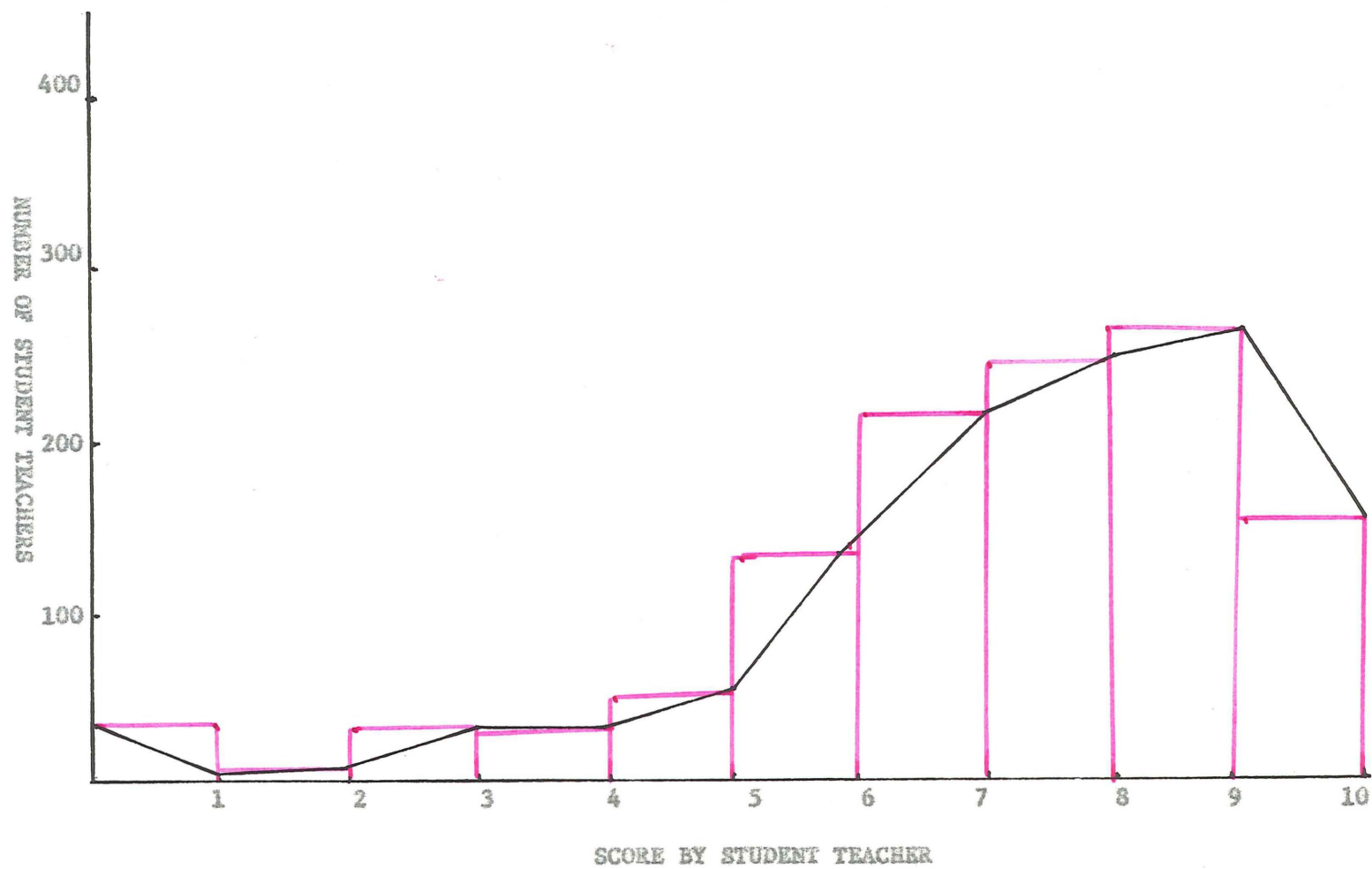


Figure 6: Frequency distribution for teaching ability score.
Black line represents trend.

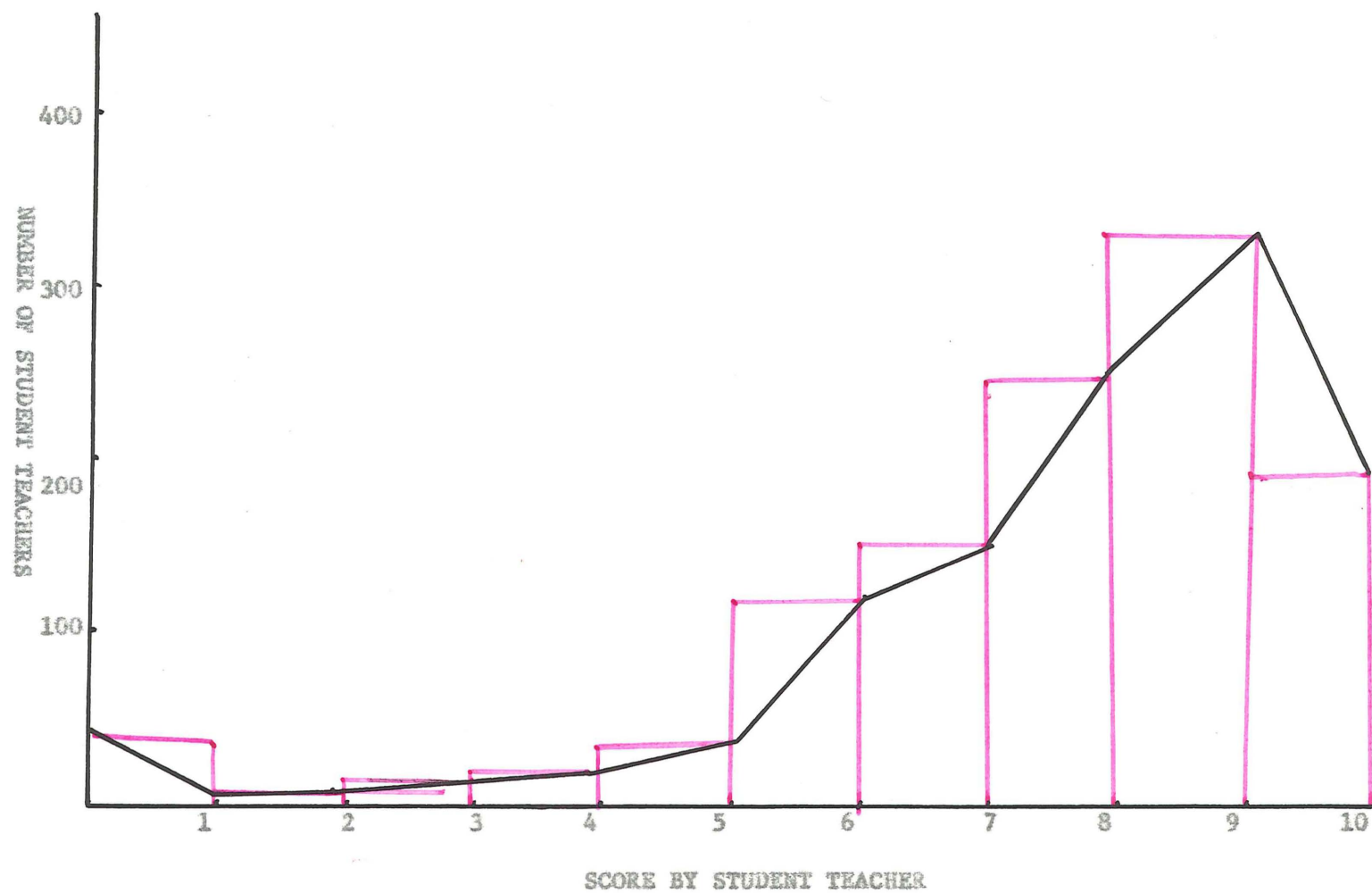


Figure 7: Frequency distribution for ability to get along score.
Black line represents trend.

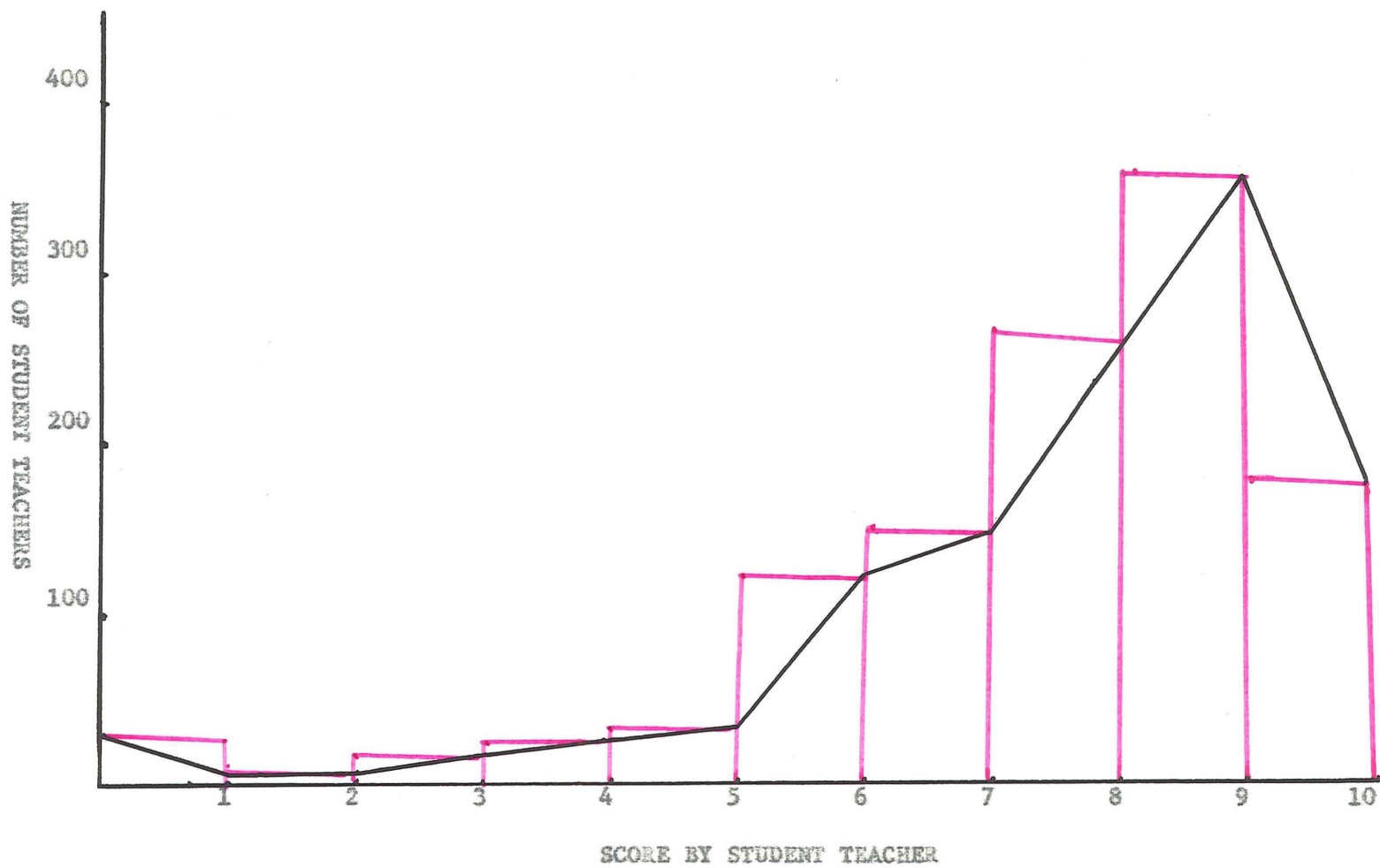


Figure 8: Frequency distribution for professional attitude score.
Black line represents trend.

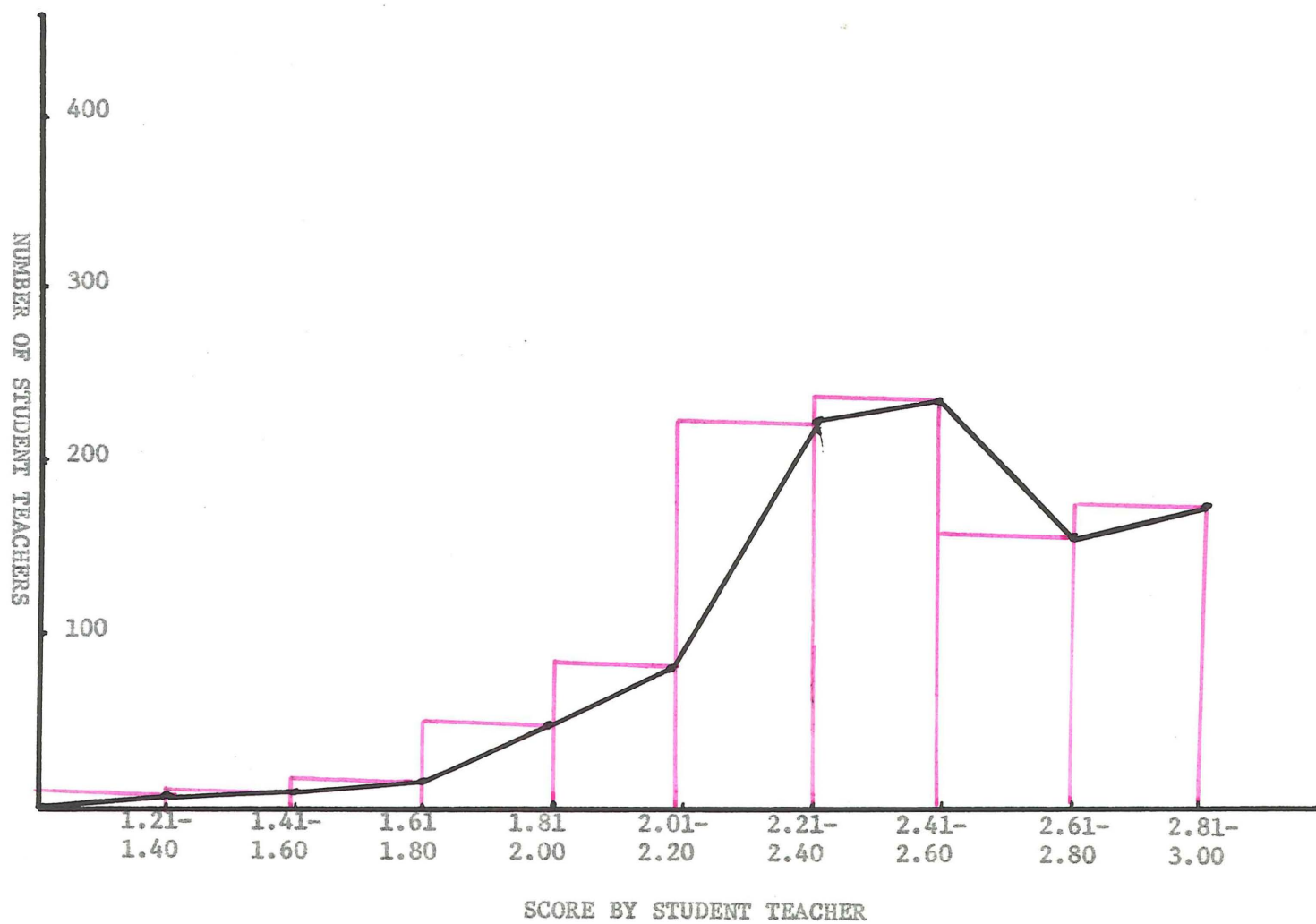


Figure 9: Frequency distribution for interview score.
Black line represents trend.

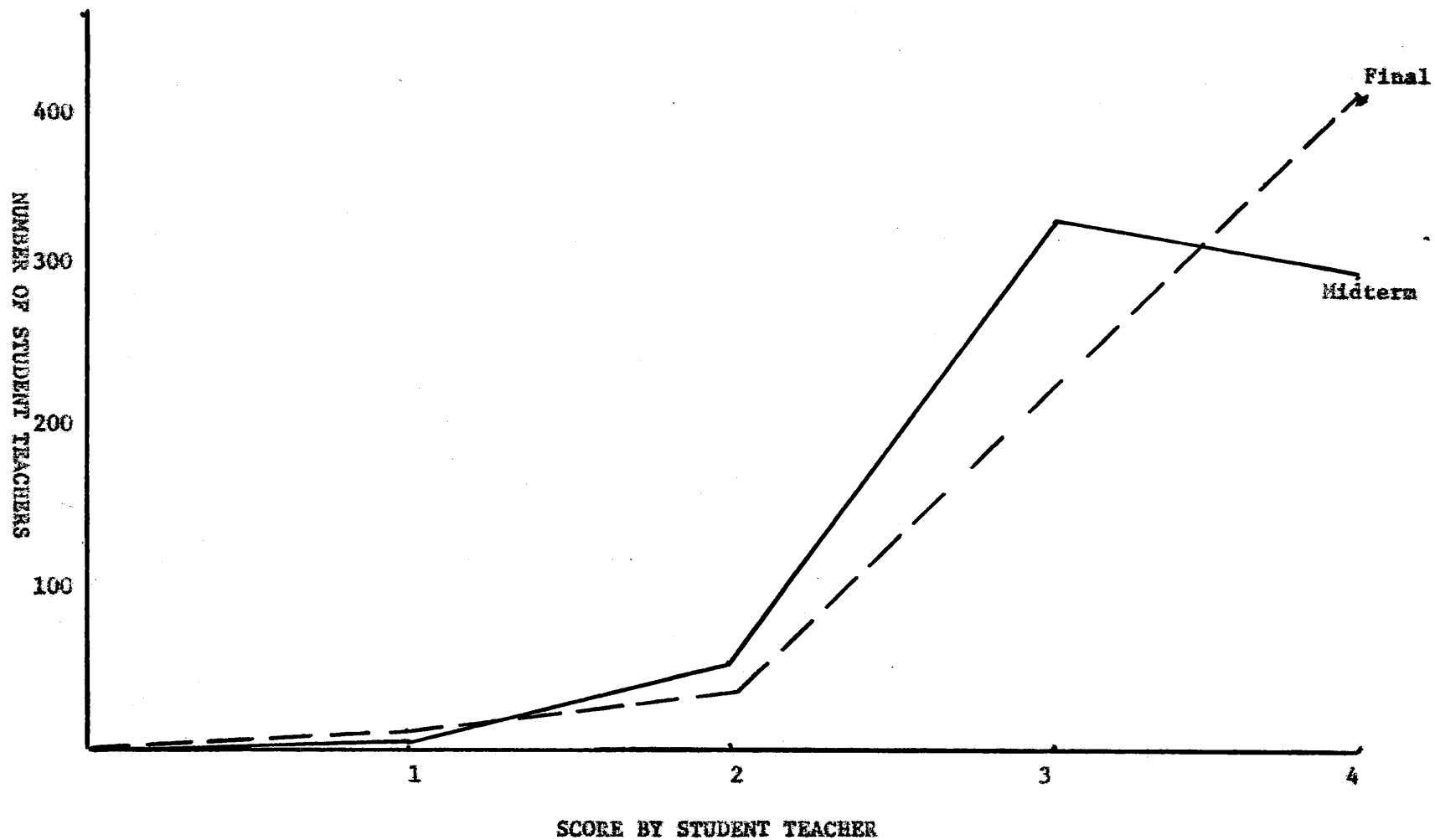


Figure 10: Frequency distribution for midterm and final school evaluation score.

Table XIII shows the findings for the remaining items used in Phase II of the data design.

TABLE XIII
STANDARD DEVIATION, QUARTILE RANGES, QUARTILE
DEVIATION, AND COEFFICIENT OF SKEWNESS FOR
ITEMS 1B, 5, 6, and 7 ON THE DATA SHEET

NAME	S.D.	Q1	Q2	Q3	QD	C. SK
Area Grade Point Average	.6322	2.488	2.797	3.076	.294	-.427
Professional Grade Point Average	.6508	2.776	3.028	3.432	.328	.115
Cumulative Grade Point Average	.5842	2.473	2.784	3.044	.287	-.370
Final Evaluation	1.484	6.969	8.256	8.809	.920	-.857
Interview	.3178	2.347	2.479	2.735	.194	-.142

PHASE III

Phase III consisted of correlating the following items:

1. The area grade point average.
2. The professional grade point average.
3. The cumulative grade point average.
4. The final evaluation score.
5. The interview score.

Table XIV includes a correlation matrix of these items. Also included in Phase III were correlations of selected samples of scores

on the interview and final evaluation form. This was done to see if the interview correlated with success in student teaching on a high-low basis.

TABLE XIV
CORRELATION MATRIX FOR ITEMS
USED IN PHASE II OF
DATA DESIGN

AREA GPA	PROF GPA	CUM GPA	FINAL EVALUATION	INTERVIEW
1.000	0.2643	0.1805	-0.0156	0.0045
0.2643	1.000	0.5873	0.0797	0.1863
0.1805	0.5873	1.000	0.1173	0.2080
-0.0156	0.0797	0.1173	1.0000	0.0646
0.0045	0.1863	0.2080	0.0646	1.0000

Number of cases = 868

PHASE IV

The purpose of this phase of the data design was to interpret the findings. Chapter IV does this and also includes the recommendations and conclusions. Since this is the case no explanation of the findings of Phase IV of the data design will be given in this chapter.

CHAPTER IV

INTERPRETATION OF THE FINDINGS

This chapter will be divided into six sections. The sections will show the analysis and findings in relationship to each of the six hypotheses that were stated in Chapter I. Along with the findings will be the conclusions made from the findings about each of the hypotheses. Chapter V will include the recommendations that resulted from the conclusions drawn in this chapter.

THE FINDINGS ON HYPOTHESIS I

This hypothesis stated that the interview committee's evaluation of the student teaching candidate had a high correlation with the student teacher's score in student teaching.

To test this hypothesis the total group of scores were correlated rather than a random sample. The results indicated a correlation between the interview and the final evaluation score of .0646. This is a low correlation and it indicates that there is no significant correlation between the two variables.

The coefficient of skewness for both variables indicated a skewness to the left. The interview score coefficient of skewness was equal to $-.142$ and the final evaluation score coefficient of skewness was equal to $-.857$. This indicated that both distributions

were skewed in the same direction and that this was a common characteristic for both distributions.

The quartile deviation of .194, for the interview, and .920 for the final evaluation, indicated that both variables were similar in this characteristic. The standard deviation of 1.484 for the final evaluation, was greater than the .3178 for the interview. This was also true for the quartile deviations and coefficients of skewness. An explanation for this is that the range for the interview of 0-3 was significantly smaller than the 1-10 range for the final evaluation. This would account for these differences. Both distributions had the same characteristics. Thus, if the two variables were compared to a normal curve there would be a resulting abnormally high number of high ratings. This indicates a general reluctance on the part of the interviewers and the student teaching supervisors to give low scores. In order for a student teacher to be within the average quartile on the final evaluation he must score at least 6.348 on the final evaluation. With the range of scores from 1 to 10 on the final evaluation it would seem that the 6.348 score, which is equivalent to the lowest score in the second quartile, is significantly different than what would be the score for the second quartile, if the middle score on the range of scores of 5, was actually the middle score in the distribution. To obtain the same results in the interview a student must score at least 2.1615. Again with the range of 0 to 3, the midpoint should be 1.5, if this were a normal distribution.

The conclusions appear to be conclusive. There is no evidence

to support a significant correlation between the interview score and the final evaluation score. This would mean that a student's score in the interview cannot be indicative of his success in student teaching. The sample of 868 cases supplies an adequate cross-section to substantiate this conclusion.

Since there was no evidence to support any correlation in this area it was suspected that possibly there could be a correlation between the interview and the final evaluation for student teachers on either end of the distribution. To test this possibility a product moment correlation was run on two sample groups. The first sample included 118 cases. Each case that was selected showed a score somewhere between 1.81 and 2.40 on the interview. The assumption was that this score on the interview should indicate a corresponding score in student teaching. The evidence indicated a correlation coefficient of $-.1037$. This again is not a significant correlation level. The conclusion is that the student who has scored low on the interview is not necessarily going to score low in student teaching. An explanation for this is that the abilities rated in the interview do not correlate with the skills and abilities needed to successfully student teach.

Table XV shows the computations made to test this assumption.

TABLE XV

CORRELATION OF FINAL EVALUATION AND
LOW INTERVIEW SCORE

C I											f
	2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00 10.										Total dx dy
M P	1.625 2.625 3.625 4.625 5.625 6.625 7.625 8.625 9.625										
D d	0 1 2 3 4 5 6 7 8										
f	0	1	4	3	7	19	27	43	14		118
fd	0	1	8	9	28	95	162	301	112		716
fd ²	0	1	16	27	112	475	972	2107	896		4606
2.40 2.305	5	23	115	575	10	40	75	120	245	240	730
2.20 2.105	4	80	320	1280	4	16	24	80	260	528	840
2.00 1.905	3	15	45	135	6	3	45	6	126	72	258
Total	118	480	1990								2900

$$r = -.1037$$

The second sample was selected to test the assumption that a low score on student teaching should correlate with a low score on the interview. All cases were selected in the same sample with a score between 1.25 and 6.00 on the final evaluation form. This resulted in a sample of 99 cases. These 99 cases and their scores were correlated with the corresponding score on the interview. Table XVI shows the computations made to test this assumption.

TABLE XVI
CORRELATION OF LOW FINAL
EVALUATION SCORE AND
INTERVIEW

C							
I							2.00 3.00 4.00 5.00 6.00 TOTAL
MP							1.6 2.6 3.6 4.6 5.6
d							0 1 2 3 4
f							1 6 14 19 59 99
fd							0 6 28 57 236 327
fd ²							0 6 56 271 944 1277
3.00	2.9	8	13	104	832		8 16 96 224 344
2.80	2.7	7	11	77	539		84 196 280
2.60	2.5	6	26	156	936		36 72 456 564
2.40	2.3	5	24	120	600		5 70 30 260 365
2.20	2.1	4	10	40	160		4 16 24 80 124
2.00	1.9	3	8	24	72		3 27 48 78
1.80	1.7	2	4	8	16		4 24 28
1.60	1.5	1	3	3	3		2 4 6
Total		99	532	3158			1789

r = .130

The correlation coefficient of .130 indicated there was no significant correlation to support this assumption.

In summary, there is no evidence to support the hypothesis. Rather, there seems to be a significant lack of evidence. This would indicate that possible danger could exist if the interview score was

used to predict how a student was going to score in his student teaching experience.

There is also no evidence to support the position that the interview can indicate a student who will score low or high in student teaching.

FINDINGS ON HYPOTHESIS II

This hypothesis stated that the interview committee's rating of the student teacher is a better predictor than the student's grade point average in indicating his probable success in student teaching. The evidence indicates that this hypothesis cannot be statistically supported in all areas.

The correlation coefficient between the interview and the score in student teaching was .0646, whereas, the correlation coefficient between the cumulative grade point average and the student teaching score was .5873. The correlation coefficient between the professional grade point average and the student teaching score was .0797, which is higher than the .0646 interview final evaluation correlation. An exception to this is the area grade point average and the student teaching score correlation of $-.0156$, which is lower than the interview correlation of .0646. Based on this evidence the cumulative grade point average and the professional grade point average have a higher correlation with the student teaching score than does the interview. The area grade point average does not. It should be noted that the only significant differences would be between the cumulative grade point average and the interview.

The conclusion would be that the cumulative grade point average does have a significantly higher correlation with the student teaching score than does the interview. The significance of the cumulative grade point average as a predictor of success in student teaching is still questionable as the .5873 correlation coefficient is still not statistically significant. The interview does not have a significantly higher or lower correlation with the score in student teaching than do the area grade point average and/or the professional grade point average.

FINDINGS ON HYPOTHESIS III

This hypothesis stated that the reason for failure in student teaching was of a non-academic nature. The findings indicated that 37 students had either failed student teaching or been given an extended experience in student teaching. The causes for either the failure or extended experience were found to be:

1. Could not control class.	14
2. Could not communicate	9
3. Had no self-confidence	7
4. Could not relate to students.	3
5. Did not know subject matter	2
6. Family pressures	1
7. Was unrealistic.	1

The conclusion would be that the majority of failures in student teaching are due to factors of a non-academic nature. This conclusion is consistent with another study that was carried out on a national

basis in 1966-67 by Dr. James A. Johnson.¹⁰ The findings of this study indicated that the major reasons for failure of student teaching were:

1. Inability to control students.
2. Unwillingness to work.
3. Poor knowledge of teaching methodology.
4. Inability to get along with other teachers.
5. Poor subject matter background.
6. Other.

FINDINGS OF HYPOTHESIS IV AND HYPOTHESIS V

Investigation of the data revealed that the majority of deficiencies were low grade point average scores by students. Since this was the case, Hypothesis IV and Hypothesis V were combined. The hypothesis tested was that students, who were admitted to student teaching with deficiencies, did not score significantly less than normally admitted students.

To test the hypothesis the students with deficiencies were identified. Their scores were totaled and a mean was computed. This sample consisted of 123 cases. The means of this group were compared to means for the total sample and the results are shown in Table XVI.

The assumption made in the hypothesis is that a student, who was admitted to student teaching with a deficiency, should score lower in student teaching than a regular student. The findings indicated that in three areas on the final evaluation score the mean for the

TABLE XVII
COMPARED MEANS FOR DEFICIENCY GROUP AND
THE TOTAL SAMPLE

CATEGORY	DEFICIENCY GROUP	TOTAL GROUP
Subject Matter	7.35	7.56
Teaching Ability	7.46	7.41
Ability to Get Along	7.93	7.82
Professional Attitude	7.90	7.77
Final Evaluation Average	7.44	7.83
School Midterm Evaluation	3.41	3.32
School Final Evaluation	3.55	3.44

deficiency group was above that of the regular group. In the other area on the final evaluation form the score of the deficiency group was at least within one standard deviation of the mean of the total sample. This was also the case for the means of both groups on the score achieved on the final evaluation form. Since the means of the deficiency group are either above or within one standard deviation of the means of the total sample in all of the categories, there is no significant difference in the level of the scores.

On the school midterm and final evaluation form the deficiency group had a mean score which was higher than that achieved by the total group.

The conclusion drawn is that there is no significant difference in the scores achieved by students with deficiencies and regular

students.

FINDINGS ON HYPOTHESIS VI

This hypothesis was changed to omit a division between elementary and secondary majors in education. This was done to limit the statistical analysis necessary by deleting this division.

The findings on this hypothesis failed to relate to the directional design of this study. The study did indicate that of the three areas of the grade point average, which was a consideration in this hypothesis, the cumulative grade point average had the highest correlation with the score achieved in student teaching.

CHAPTER V

RECOMMENDATIONS

The tests done on each of the hypotheses used in this study have provided information from which these recommendations are made. These recommendations should assist the School of Education in dealing with most of the issues listed in Chapter I.

HYPOTHESIS I

In regard to Hypothesis I, a high interview score did not correlate with a high score in student teaching. The reverse was also true, in that, a low interview score did not correlate with a low score in student teaching. As the conclusion in Chapter IV stated, the student's interview score did not correlate at any statistically significant level, with the student's score in student teaching. This lack of evidence is valuable in that it forms the basis for these recommendations:

1. That a student's score in the interview not be grounds for denying him admission into student teaching.
2. That a student's score in the interview not be used to predict how the student might achieve in student teaching.
3. That what the interview purports to identify in each candidate be looked at critically. A revamping of the qualities and characteristics rated in the interview could

produce an instrument that would correlate with a student's score in student teaching.

4. That the interview should be examined carefully as its role in the screening of student teachers is highly questionable.
5. That each student should not be required to take the interview.
6. That further research be conducted to identify those behaviors and characteristics a student should exhibit to indicate that he will be successful in student teaching.

HYPOTHESIS II

With regard to Hypothesis II, a similar lack of statistically supportable evidence was found. The interview has already been stated as unreliable in predicting how a student should score in student teaching. Similar statements can be made about the grade point average prerequisites used to screen student teachers. The area, and professional grade point averages did not correlate with any degree of significance. The cumulative grade point average correlated higher; however, it did not correlate at a level where any statistical reliability could be placed on it. Since there is no apparent correlation the recommendations are that:

1. The grade point average not be used in the screening of student teachers.
2. That a student be allowed to student teach, unless his cumulative grade point average is below that required to maintain his enrollment at Portland State University.

HYPOTHESIS III

Regarding Hypothesis III, the conclusion stated in Chapter IV was that the majority of students, 94 percent at Portland State University, fail student teaching because of difficulties other than a lack of subject matter background. The recommendations are that:

1. Additional requirements be inserted into the School of Education's pre-student teaching program that are of a communication nature, e.g., Interpersonal Relationship Training, Group Dynamics.
2. That the supervisory staff used to supervise student teachers not be selected on subject matter proficiency alone. Rather, that the supervisor be able to use communication skills and have in his background some communication training that he can transfer to his student teachers.

HYPOTHESIS IV AND HYPOTHESIS V

In regard to Hypothesis IV, and Hypothesis V, no recommendations are made, since it has been previously recommended that the interview and grade point average clearances be deleted as screening instruments for student teaching.

HYPOTHESIS VI

In regard to Hypothesis VI, no recommendations are made, since it has been previously recommended that the grade point averages be deleted as screening instruments for student teaching.

ADDITIONAL RECOMMENDATIONS

An additional recommendation is that the student teaching phase of the School of Education's program be subject to open enrollment. This results from the fact that there is no evidence to support any correlation between present screening procedures and success in student teaching. It is also recommended that an interview be held with each candidate when he applies for admission to student teaching. This interview should be held for the following purposes:

1. To secure information, about the applicant, that will aid in placing him with a classroom teacher, and supervisor. The student teacher should be placed in a situation that is consistent as possible with his philosophy of education and life style.
2. To ascertain if the applicant has any outward psychological or behavioral difficulties that could affect his performance in the classroom. Possible examples could be a speech problem, or extreme erratic behavior.

One purpose of this paper was to provide data with which the School of Education could address those issues listed in Chapter I. Some possible applications of this research and its findings to these issues are:

1. That to maintain the one to sixteen student teacher-supervisor ratio; the School of Education might employ as many supervisors as necessary. This number to be determined

by enrollment.

2. That the School of Education develop a research program designed to produce data as to how many student teachers a supervisor can effectively work with under a variety of conditions, e.g., Clinical Professor Program, a program with more responsibility for supervision placed on the classroom teacher, a program with the University Supervisor's role more advisory than supervisory.
3. That due to a lack of reliable measures to determine how students will succeed in student teaching, no limits be placed on student teaching enrollment. To meet the increased FTE¹¹ required the best available route is to increase the student teacher-supervisor ratio. The clustering of student teachers and the development of student teaching centers would eliminate the time currently spent by supervisors in travel between schools.
4. That if limits are necessary they be imposed at the Admission to Program stage, and not upon the student's application into student teaching.
5. That in using present measures for screening there appears to be no way the School of Education can accurately screen student teachers. Research is needed to determine what data can be used to accurately predict a student's probability of success in student teaching.

The last recommendations made in this study are that:

1. Further research is needed into the area of what a student teacher does and how those characteristics can be measured.
2. These findings be correlated with the student's pre-student teaching qualifications, e.g., grade point averages, behavior patterns, communication abilities. The results would yield data with which the School of Education could limit its enrollment in student teaching.

CONCLUSION

This study has only penetrated the area opened by the data gathered in this design. Numerous spin-offs have been mentioned in the study as being ways in which this data could be used for further research. This study has simply opened the door. It is hoped that it may help lead to better ways and means of improving the education provided to our children by improving the quality of the teacher in the classroom.

FOOTNOTES

¹Elementary student teachers are defined in this study as having student taught in grades one to six. Any other grade level is considered as secondary in this study.

²James A. Johnson, A National Survey of Student Teaching Programs (Baltimore: Multi-State Teacher Education Project, 1968), p. 19.

³Within this study the term grade point average, unless otherwise specified will refer to the student's grade point average in three areas:

- a. Cumulative grade point average is the numerical average for all of the student's college work.
- b. Professional grade point average is the numerical average of the student's grades in all professional courses taken prior to student teaching (Appendix A, page 4).
- c. Area of concentration grade point average is the numerical average achieved by the student in the academic areas that make up his area or areas of concentration. Two areas of concentration are required for elementary majors. One area of concentration is required for secondary majors.

⁴A numerical score was computed from the final evaluation form. A low score was determined from the quartile deviations. Thus a low score fell within the range from zero to six on the final evaluation form.

⁵These students are admitted to the student teaching program by petitioning the Selection and Retention Committee. If this committee approves the student's application he is given a waiver and allowed to student teach.

⁶Common deficiencies other than low grade point averages are: substitution of courses for required courses, students did not complete all the prerequisites prior to applying for admission to student teaching, and failure of the student to complete a methods course prior to student teaching.

⁷A high score is defined as falling between eight and ten on the final evaluation score.

⁸The equivalency program consists of those students who have already been awarded a baccalaureate degree from an accredited institution prior to their applying for student teaching.

⁹This category is interpreted in two different ways by most supervisors. Some students are rated on their ability to do managerial tasks in the classroom. Other students are rated on their knowledge of methodology.

¹⁰James A. Johnson, A National Survey of Student Teaching Programs, (Baltimore: Multi-State Teacher Education Project, 1968), p. 52.

¹¹Full Time Equivalent (FTE) is the terminology used to define a faculty member's time. If a faculty member's job description includes .50 FTE responsibility to supervision, he would spend 50 percent of his time in supervision. FTE is also used to determine departmental salary costs. If the Office of Supervised Teaching has been allocated 14.5 FTE for supervision, this would mean a total of 14.5 FTE in faculty time could be used for supervision.

BIBLIOGRAPHY

Arkin, Herbert and Raymond R. Cotton. Statistical Methods. Barnes and Noble, Inc., New York, 1968.

Arkin, Herbert and Raymond R. Cotton. Tables for Statisticians. Barnes and Noble, Inc., New York, 1950.

Directions for Completing Application for Student Teaching or Internship. Portland State University, 1969. (School of Education publication).

Faculty Handbook. Portland State University. 1969.

Information and Directions for Completing Application for Admission to Program of Studies in Teacher Education, Elementary Application. Portland State University, December 11, 1969. (School of Education publication).

Information and Directions for Completing Application for Admission to Program of Studies in Teacher Education, Secondary Application. Portland State University, September 2, 1969. (School of Education publication)

Johnson, James A. A National Survey of Student Teaching Programs. Multi-State Teacher Education Project. Baltimore, Maryland, 1968.

Portland State University Bulletin, Undergraduate Catalog Issue. Portland State University. March, 1969.

Schooler, Virgil E. A Survey of the Organization and Administration of Student Teaching in Selected Teacher Education Institutions. Indiana University, 1965.

APPENDIX A

ELEMENTARY APPLICATION

INFORMATION AND DIRECTIONS FOR COMPLETING APPLICATION FOR ADMISSION TO PROGRAM OF STUDIES IN TEACHER EDUCATION

All students who wish to secure a teaching credential or graduate from a Portland State University Program of Teacher Education must apply for admission to the School of Education before proceeding with professional courses. Admission is contingent on the following prerequisites.

1. Admission to Portland State University.
2. Completion of 75 quarter hours of college course work including 15 quarter hours at Portland State University with a minimum 2.50 cumulative gpa.
3. Completion of the attached application form including the required number of hours in subject matter areas as listed on page one.
4. Completion of a planned program of studies with an adviser. Students in elementary education are advised at the Advisement Center (262 or 263 Old Main).
5. Submission of a valid TB chest x-ray or tine test with this completed application.

Admission to the program of studies in teacher education is subject to the approval of the Teacher Education Selection and Retention Committee. Students approved for admission will be mailed an admission card. This card must be presented at registration each term in order to enroll in professional courses.

Under unusual circumstances waivers may be issued by the Dean of the School of Education which give temporary permission to take professional courses. These waivers are not given until after the first day of registration and unless there is evidence to indicate that every effort is being made to meet admission requirements at the earliest possible date.

A separate application for admission to student teaching can be obtained in the Office of Supervised Teaching (201 Old Main). This application must be completed and turned in before the deadline date which is the first Friday of the regular academic term preceding the term of student teaching, (fall term student teaching applicants must file by the end of the first week of spring term).

11/18/69

APPLICATION FOR ADMISSION TO THE PROGRAM OF STUDIES IN TEACHER
EDUCATION

Date: _____	Elementary (1) _____ (2) _____
	Areas of Concentration _____
I.D. No. _____	Junior High (1) _____ (2) _____
	Teaching Field(s) _____
Date Admitted to (PSU) _____	Senior High _____
	Teaching Field _____

Mr. _____
Mrs. _____ Date of birth: _____
Miss (First) (Middle) (Last) _____

Address: _____
 (Street) (City, State, Zip Code) (Phone)

Other Colleges Attended:

College	Dates
---------	-------

College	Dates
---------	-------

Do you hold a degree?	Yes	No	If yes, what degree?	Year

Name of institution granting degree	Major
-------------------------------------	-------

Quarter hours of college work completed? _____ Cumulative GPA at this time? _____

Quarter hours completed at PSU Cumulative GPA at PSU?

Have you ever been convicted of a crime other than a minor traffic violation? Yes No If yes, attach full particulars on separate sheet.

Have you a physical deficiency which would limit engaging in normal teaching activities? Yes No If yes, explain on separate sheet or see Coordinator of Supervised Teaching.

Have you been under constant medication and/or treatment for any long period of time? Yes No If yes, explain on separate sheet or see Coordinator of Supervised Teaching.

Are you now or have you been under psychiatric treatment? Yes___No___
If yes, explain on separate sheet or see Coordinator of Supervised
Teaching.

Indicate below the number of quarter hours that you have completed successfully in each of the following areas:

	<u>Required</u>	<u>Completed</u>
English Composition	3-6	
General Psychology	3	
Human Development	3	
*Speech	3	

*Students who take no college Speech courses will be required to pass a speech clearance test (available only to graduate students).

Signed _____

PERSONAL HISTORY FORM

Name _____ Date _____

DIRECTIONS: Write a short autobiographical sketch of your life telling where you grew up, schools attended, activities in school, hobbies, interests, experiences with children, when and why you chose teaching as a career and other things you think a professional educator might find of interest in considering you as a prospective teacher. This account is to be handwritten with pen and ink. Check spelling, grammar, and general organization because this will be read by many people. Additional sheets may be attached.

ELEMENTARY

NAME _____ I.D. NO _____ PHONE _____ DEGREE _____
 ADDRESS _____ PSC STUDENT _____ TRANSFER STUDENT _____
 CATALOG _____ GRADE LEVEL _____ DATE _____ TOTAL NO. HRS (186) _____
 NO UPPER DIVISION HOURS (62) _____

PROFESSIONAL REQUIREMENTS FOR ALL STUDENTS

Psy. 311 Human Development	3	Ed 356 Reading Methods	3
*Ed 312 Ed Psychology	3	Ed 358 Lang. Arts & Soc. Sci.	3
Lib 490 Child. Lit. & Lib.	3	Ed 359 Sci. & Math. Methods	3
Ed 415 Student Teaching	15	Ed 370 P.E. & Health Methods	3
#Ed 407 Lang. Arts & Rdg.	3	OR	
#Ed 446 Philosophy of Ed.	3	Ed 350 Elem Professional	
		Quarter	15
		(Includes above methods as Block plus Ed 312 or Ed 406)	

GENERAL REQUIREMENTS FOR ALL STUDENTS

REQUIRED HOURS IN SUBJECT AREAS:	English Composition	101,202,303
<u>Arts & Letters</u> (18)	Health Education	1
_____	Physical Education	1,2,3,4,5
_____	Speech	3
<u>Social Science</u> (18)	Psychology	201,202
_____	Philosophy	201, one other
<u>Science (both Bio. & Phys. Sci.)</u> (18)	Kindergarten - 3 grades:	
_____	Music	381, 383, 383
_____	Art	311,312,313
<u>Mathematics</u> (6)	4-8 Grades:	
_____	Music	(any course) 3
_____	Art	(any course) 3

++AREAS OF CONCENTRATION: (Must have one 21 hour area and one 30 hour area.)

21 Hours in one Subject Area: (9 upper division hours)

_____ Taken from: Anthropology, Art, Biological Science, Earth Science,
 _____ Economics, English, Foreign Languages, Geography, Health,
 _____ History, Math, Music, P.E., Philosophy, Physical Science,
 _____ Political Science, Psychology, Sociology, Speech, Theater Arts.

30 Hours in one Division: (12 upper division hours)

____ Taken from: Foreign Languages, Fine Arts (art & Music,)
____ Science, Health, P.E., Social Science, Language Arts,
____ (English, Foreign Languages, Speech, and Theater Arts).

NOTES: *Taken separately or with Ed 350; # To be taken after
Student Teaching; ++ Areas must not overlap.

Checked Through F ___ W ___ S ___ SS ___ 19 ___ Advisor's Signature _____

APPENDIX B

SECONDARY APPLICATION

INFORMATION AND DIRECTIONS FOR COMPLETING APPLICATION FOR ADMISSION TO PROGRAM OF STUDIES IN TEACHER EDUCATION

All students who wish to secure a teaching credential or graduate from a Portland State University Program of Teacher Education must apply for admission to the School of Education before proceeding with professional courses. Admission is contingent on the following prerequisites:

1. Admission to Portland State University.
2. Completion of 75 quarter hours of college course work including 15 quarter hours at Portland State University with a minimum 2.50 cumulative gpa.
3. Completion of the attached application form including the required number of hours in subject matter areas as listed on page one.
4. Completion of a planned program of studies with an adviser. Students in secondary education are advised in the academic department which offers their teaching field (see PSU catalog for teaching fields and advisers).
5. Submission of a valid TB chest x-ray or tine test with this completed application.

Admission to the program of studies in teacher education is subject to the approval of the Teacher Education Selection and Retention Committee. Students approved for admission will be mailed an admission card. This card must be presented at registration each term in order to enroll in professional courses.

Under unusual circumstances waivers may be issued by the Dean of the School of Education which give temporary permission to take professional courses. These waivers are not given until after the first day of registration and unless there is evidence to indicate that

every effort is being made to meet admission requirements at the earliest possible date.

A separate application for admission to student teaching can be obtained in the Office of Supervised Teaching (201 Old Main). This application must be completed and turned in before the deadline date which is the first Friday of the regular academic term preceding the term of student teaching, (fall term student teaching applicants must file by the end of the first week of spring term).

9-2-69

APPLICATION FOR ADMISSION TO THE PROGRAM OF STUDIES IN TEACHER
EDUCATION

Date: _____	Elementary (1) _____ (2) _____
	Areas of Concentration
I.D. No. _____	Junior High (1) _____ (2) _____
	Teaching Field(s)
Date Admitted to PSU _____	Senior High _____
	Teach Field

Mr. _____
 Mrs. _____ Date of birth: _____
 Miss (First) (Middle) (Last) _____

Address: _____
 (Street) (City, State, Zip Code) (Phone)

Other Colleges Attended:

College	Dates
---------	-------

[illegible][illegible]

Name of institution granting degree	Major
-------------------------------------	-------

Quarter hours of college work completed? _____ Cumulative GPA at this Time? _____

Quarter hours completed at PSU? Cumulative GPA at PSU?

Have you ever been convicted of a crime other than a minor traffic violation? Yes___No___ If yes, attach full particulars on separate sheet.

Have you a physical deficiency which would limit engaging in normal teaching activities? Yes No If yes, explain on separate sheet or see Coordinator of Supervised Teaching.

Have you been under constant medication and/or treatment for any long period of time? Yes No If yes, explain on separate sheet or see Coordinator of Supervised Teaching.

Are you now or have you been under psychiatric treatment? Yes No
If yes, explain on separate sheet or see Coordinator of Supervised
Teaching.

Indicate below the number of quarter hours that you have completed successfully in each of the following areas:

	<u>Required</u>	<u>Completed</u>
English Composition	3-6	
General Psychology	3	
Human Development	3	
*Speech	3	

*Students who take no college Speech courses will be required to pass a speech clearance test (available only to graduate students).

Signed _____

PERSONAL HISTORY FORM

Name _____ Date _____

DIRECTIONS: Write a short autobiographical sketch of your life telling where you grew up, schools attended, activities in school, hobbies, interests, experiences with children, when and why you chose teaching as a career and other things you think a professional educator might find of interest in considering you as a prospective teacher. This account is to be handwritten with pen and ink. Check spelling, grammar, and general organization because this will be read by many people. Additional sheets may be attached.

Name _____ Date _____

For the Advisor: (After completion, this page will not be available to the student.)

1. Has this student consulted with you as often as seemed desirable?

On entrance to college _____

Changing major _____

To plan each year's program _____

To consult on changes in planned program _____

Other _____

2. Do you know this student?

Had student in class _____

Had an out-of-class contact in _____

None _____

3. Is this student having academic difficulties?

Bankrupt _____

On probation _____

Low in major or area of concentration _____

4. Would you comment, in a sentence or two, on your impression of this student as a teacher candidate at this time in his preparation.

Name _____
Division _____

After giving the student the cover sheet and the last sheet, remove page 5 for your files. Please place the remaining four sheets of this application in interdepartmental mail addressed to: Dr. R. Allan Spanjer, School of Education, 201 Old Main.

SECONDARY

NAME _____ I.D. NO _____ PHONE _____ DEGREE _____
 ADDRESS _____ PSU STUDENT _____ TRANSFER STUDENT _____
 CATALOG _____ GRADE LEVEL _____ DATE _____ TOTAL NO. HRS. (186) _____
 NO. UPPER DIVISION HOURS (62) _____

PROFESSIONAL REQUIREMENTS FOR ALL STUDENTS

Prerequisite to Student Teaching:

Psy 311 Human Development	3	Ed 416 Student Teaching	15
Ed 312 Ed Psychology	3	Ed 446 Philosophy of	
Ed 314 Prin. of Sec. Teach, OR		Education	3
Ed 408 Special Sec. Methods, OR		Ed 469 Developmental	
Dept. Spec. Methods	3	Reading	3
		(Required for Junior	
		High and English,	
		recommended for all	
		others)	

PROGRAM OF STUDIES

List the present program, and the proposed program for the next 7 terms. Use pencil so changes can easily be made.

Present Term 19__	Next Term 19__	3rd Term 19__	4th Term
(Circle one: F,W,S,	(F,W,S,SS)	(F,W,S,SS)	19__ (F,W,
SS) Course Number:	Course Number:	Course Number:	S,SS)
_____	_____	_____	Course Num-
_____	_____	_____	ber:
_____	_____	_____	_____
5th Term 19__	6th Term 19__	7th Term 19__	8th Term
(F,W,S,SS)	(F,W,S,SS)	(F,W,S,SS)	19__ (F,W,
Course Number:	Course Number:	Course No.	S,SS)
_____	_____	_____	Course Num-
_____	_____	_____	ber:
_____	_____	_____	_____

Checked through: F W S SS 19__ ; Advisor's Signature _____

APPENDIX C

APPLICATION FOR STUDENT TEACHING OR INTERNSHIP

DIRECTIONS FOR COMPLETING APPLICATION FOR STUDENT TEACHING OR INTERNSHIP

A. General Instruction

1. Return the completed application to the Supervised Teaching Office, Room 201 O.M., before the deadline date for the term in which you wish to teach. Applications received after this deadline will be placed on the waiting list. These deadlines are the first Friday of the regular academic term preceding the term of student teaching (fall term student teaching applicants must file by the end of the first week of spring term).
2. Applicants should carefully check the Program of Studies for Teacher Education as outlined in the Portland State University catalog. If you have questions about your eligibility for student teaching, please see your advisor.
3. Prerequisites which must be met before admission to student teaching:
 - a. Admission to the Program of Studies in Teacher Education
 - b. A minimum cumulative GPA of 2.50; a GPA of 2.50 in professional courses; and a GPA of 2.25 in areas of concentration for elementary majors; a 2.50 GPA in teaching major for secondary majors.
 - c. Completion of all prerequisites as stated in the PSU catalog, including a minimum of 30 hours in residence.
 - d. At least last quarter, junior year standing in college (123 hours or more)
 - e. Results of a TB x-ray or tine test showing absence of communicable Tuberculosis. T.B. clearance is good for only one year from the date it is read and must be valid during the period of student teaching.
 - f. Approval of a faculty interview committee.

B. Information

1. Following your interview, the Selection and Retention Committee will review your complete file and will notify you in writing of the action taken on your application.
2. Although requests for specific student teaching placement will be taken into consideration, the number of applicants, public school requirements, and supervisory factors dictate final decisions in regard to assignment of terms and teaching locations. These must be made by the Supervised Teaching Office in cooperation with the school districts where agreements have been established.

12/69

APPLICATION FOR ADMISSION TO STUDENT TEACHING OR INTERNSHIP

Secondary Teaching Field _____ Student Teaching _____

Elementary Areas (1) _____ (2) _____ Internship _____

Mr. _____

Mrs. _____ Phone _____

Miss (first) _____ (middle) _____ (last) _____

Present Address _____ City _____ State _____ Zip Code _____

Permanent Address _____ City _____ State _____ Zip Code _____

Alternate Phone where someone will know how to reach you _____

Please respond with checks of appropriate information:

Do you plan to graduate from PSU? Yes _____ No _____. If "Yes", give date _____

Do you hold a degree? Yes _____ No _____. If "Yes", give college, degree and date.

Are you now enrolled in PSY? Yes _____ No _____. Date of Admission to PSU _____

Note: Enrollment in evening or summer classes does not constitute admission to PSU.

Term preferred for student teaching: F _____ W _____ Sp _____, 197 ____.

Year preferred for internship: 197 ____.

Grade level preferred (number your choices 1st, 2nd, and 3rd):

Elementary 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Secondary 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Type of experience preferred (number your choices 1st, 2nd, and 3rd or No preference)

Self-contained classroom _____, Flexible scheduling _____, Team teaching _____,
Special programs (individual instruction) _____, Diagnostic teaching _____,
Integrated subject matter _____, Inquiry _____, Other _____,
No preference _____

School District preferred (number your choices 1st, 2nd, and 3rd or No preference):

Portland NE N NW SE SW , No preference , Beaverton ,
David Douglas , Gresham , Lake Oswego , Milwaukie ,
Tigard , Parkrose , Reynolds, Other , No
Preference . (School District)

Type of transportation: Car Bus

I understand that Student Teaching or Internship is a planned program requiring the student's full attention and effort. Any regular outside commitment such as another course or job responsibility is discouraged. If I feel it a necessity, before entering into such a commitment, I shall discuss the matter with the Office of Supervised Teaching.

(Signature)

Supplement to Application for Student Teaching or Internship (This form should be completed as carefully as a job application as it will be sent to your school to assist in placement).

Name	Phone
------	-------

Address	Zip
----------------	------------

Male	Female	Married	Single
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

Name and ages of siblings under 17

What schools do they attend?

Places lived outside of Multnomah County

Work experience

Grade and high school attended

Colleges attended

Areas in which I feel most competent to teach

Foreign languages spoken

Musical instruments I can play _____

Arts and handicrafts I can supervise _____

Sports I can coach _____

Travel experiences _____

Clubs and organizations (past and present). Indicate any offices held.

Direct experiences with children (include observation, teaching, supervision. Mention age level, size of group, duration of experience. BE SPECIFIC).

Reasons for becoming a teacher and professional goals:

APPENDIX D

Name _____ Age _____ Term _____ Year _____
 Elem _____ Sec _____

1. Admission Information:

A. _____ Degree B. GPA: _____ Area C. Deficiency:
 _____ Area (reason)
 _____ Cert. _____ Prof.
 _____ Cum. Waiver _____ yes _____ no

2. Completion of Experience: 6. Interview Form:

A. _____ Pass H A L U
 _____ Fail
 B. Extended Exp _____
 How Long? _____
 Reason: _____
 3. Block Program _____ yes
 _____ no
 4. College Supervisor: _____
 5. Final Evaluation Sheet:
 1 _____
 2 _____
 3 _____
 4 _____
 1 _____ Appearance
 2 _____ Corr of
 Speech
 3 _____ Voice
 Ability
 4 _____ Present Ideas
 5 _____ Alertness
 6 _____ Judgment
 Emotional
 7 _____ Stability
 Self-
 8 _____ confidence
 9 _____ Friendliness
 Per Fitness
 10 _____ for S.T.

Total _____
 Mean _____

Total = _____ / _____ = mean

Comments:

Pass _____
 Pass W Reserv. _____
 Rej _____

Comments:

7. School Final Evaluation Form:

4

3

2

1

0

M

F

Comments:

APPENDIX E

STUDENT TEACHING EVALUATION

Portland State University Placement Service
PO Box 751
Portland, Oregon 97207

Student Teacher _____ College Supervisor _____

Assignment _____ Term and Year _____
(grade, subject, and school)

(School District) (City and State)

This evaluation may be done either by the supervisor or cooperatively by the supervisor and the student teacher upon satisfactory completion of the student teaching experience. It is based upon performance that can reasonably be expected of students in their first teaching situation. The student has access to this evaluation.

KNOWLEDGE OF SUBJECT MATTER:

Superior Well prepared Adequate

TEACHING ABILITY: response to pupils, class organization, room management, etc.

Outstanding Above average Adequate

ABILITY TO GET ALONG WITH OTHERS:

Especially proficient Gets along reasonably well

PROFESSIONAL ATTITUDES:

Highly professional Commendable Meets minimum standards

COMMENT ON PERSONAL QUALIFICATIONS such as appearance, poise, tact, dedication, potential, etc.

Signed _____

APPENDIX F

SCORING SCALE USED TO DETERMINE STUDENT TEACHER'S SCORE ON FINAL EVALUATION FORM

KNOWLEDGE OF SUBJECT MATTER:

10	9	8	7	6	5	4	3	2	1
Superior			Well prepared				Adequate		

TEACHING ABILITY: response to pupils, class organization, room management, etc.

10	9	8	7	6	5	4	3	2	1
Outstanding			Above average				Adequate		

ABILITY TO GET ALONG WITH OTHERS:

10	9	8	7	6	5	4	3	2	1
Especially proficient						Gets along reasonably well			

PROFESSIONAL ATTITUDES:

10	9	8	7	6	5	4	3	2	1
High professional			Commendable			Meets minimum standards			

APPENDIX G

INTERVIEW FORM

STUDENT'S NAME _____

DATE _____

Each student is screened in the Education Office for completion of minimum course and g.p.a. requirements. For purposes of the interview please make a judgment about the candidate by rating each of the following traits as high, average, or low, underlining particular characteristics, writing comments, etc.

____ 1. APPEARANCE. What sort of first impression does he make? Does he look like a healthy and energetic person? Has he bodily or facial characteristics which might seriously hamper him? Is he well-groomed or slovenly? Attractive or unattractive in appearance?

____ 2. CORRECTNESS OF SPEECH. Does he speak grammatically correct English or does he make frequent grammatical errors? Is his choice of words accurate?

____ 3. VOICE. Is the applicant's voice irritating or pleasant? Can you easily hear what he says? Does he mumble or talk with an accent which offends or baffles the listener? Is his speech clear and distinct, his voice so well-modulated that it is a valuable asset?

____ 4. ABILITY TO PRESENT IDEAS. Does he speak logically and convincingly? Or does he tend to be vague, confused, or illogical?

____ 5. ALERTNESS. How readily does he grasp the meaning of a question? Is he slow to comprehend obvious points? Does he understand quickly, even though the idea is new, involved, or difficult?

____ 6. JUDGMENT. Does he impress you as a person whose judgment would be dependable even under stress? Is he hasty, erratic, or emotional? Is he biased?

____ 7. EMOTIONAL STABILITY. How well poised is he? Does he seem touchy, sensitive to criticism, easily upset? Is he easily irritated? Is he impatient?

____ 8. SELF-CONFIDENCE. Does he seem to be uncertain of himself, hesitant, lacking in assurance? Is he self-confident and assured?

____ 9. FRIENDLINESS. Is he a friendly, likeable person? Will his colleagues and students be drawn to him? Is he retiring or unfriendly?

____ 10. PERSONAL FITNESS FOR STUDENT TEACHING. On the basis of this interview, how do you rate this candidate's interest in teaching and suitability for student teaching?

____ PASS (Comment would be helpful)

____ PASS WITH RESERVATIONS (Comment required)

____ REJECT (Comment required)

COMMENTS:

Signature _____

APPENDIX H

PORTLAND STATE UNIVERSITY
SCHOOL OF EDUCATION
OFFICE OF SUPERVISED TEACHING

Mid-Term Student Teacher Report

Name of Student _____ School _____

Grade or Subject _____

Please review your evaluation with the student and return this sheet to the supervisor no later than _____

We believe that every student has some strengths and some weaknesses as an individual and that it is only through his knowledge and understanding of his personal strengths and weaknesses that he is able to grow as a teacher. Parts A and B refer to the student as an individual. Parts C and D refer to whatever standard you feel any student must attain before beginning teaching on his own.

A. Please comment on this student's strengths as a prospective teacher.

B. Please comment on this student's weaknesses as a prospective teacher.

C. Please make a judgment at this time as to this student's readiness for beginning teaching on his own.

_____ Seems capable, should be ready by the conclusion of the student teaching experience.

_____ May need an extended student teaching experience.

_____ It is doubtful if this student will be able to develop the qualities necessary to begin teaching and should be withdrawn.

Other.

D. Please make a judgment at this time as to the student's probable success as a teacher. (x)

Excellent	Good	Fair	Poor	Unacceptable
-----------	------	------	------	--------------

Date

Supervising Teacher

APPENDIX I

PORTLAND STATE UNIVERSITY
SCHOOL OF EDUCATION
OFFICE OF SUPERVISED TEACHING

Final Student Teacher Report

Name of Student _____ School _____

Grade or Subject _____

Please return this sheet no later than _____

We believe that every student has some strengths and some weaknesses as an individual and that it is only through his knowledge and understanding of his personal strengths and weaknesses that he is able to grow as a teacher. Parts A and B refer to the student as an individual. Parts C and D refer to whatever standard you feel any student must attain before beginning teaching on his own.

- A. Please comment on this student's strengths as a prospective teacher.
- B. Please comment on this student's weaknesses as a prospective teacher.
- C. Please make a judgment at this time as to the student's readiness for beginning teaching on his own.

_____ Ready at this time.

_____ Needs an extended student teaching experience in _____

_____ It is doubtful if this student will be able to develop the qualities necessary to begin teaching and should not pass.

_____ Other.

- D. Please make a judgment at this time as to the student's probable success as a teacher.

_____ Outstanding _____ Good _____ Average _____ Below Average _____ Unacceptable

Supervising Teacher

Date